Education Library

July 1961

SCHOOL MANAGEMENT

PRACTICAL SOLUTIONS TO SCHOOL MANAGEMENT PROBLEMS

TEACHER PAY?

WHAT YOU CAN DO
TO UP-GRADE YOUR

Physical education program

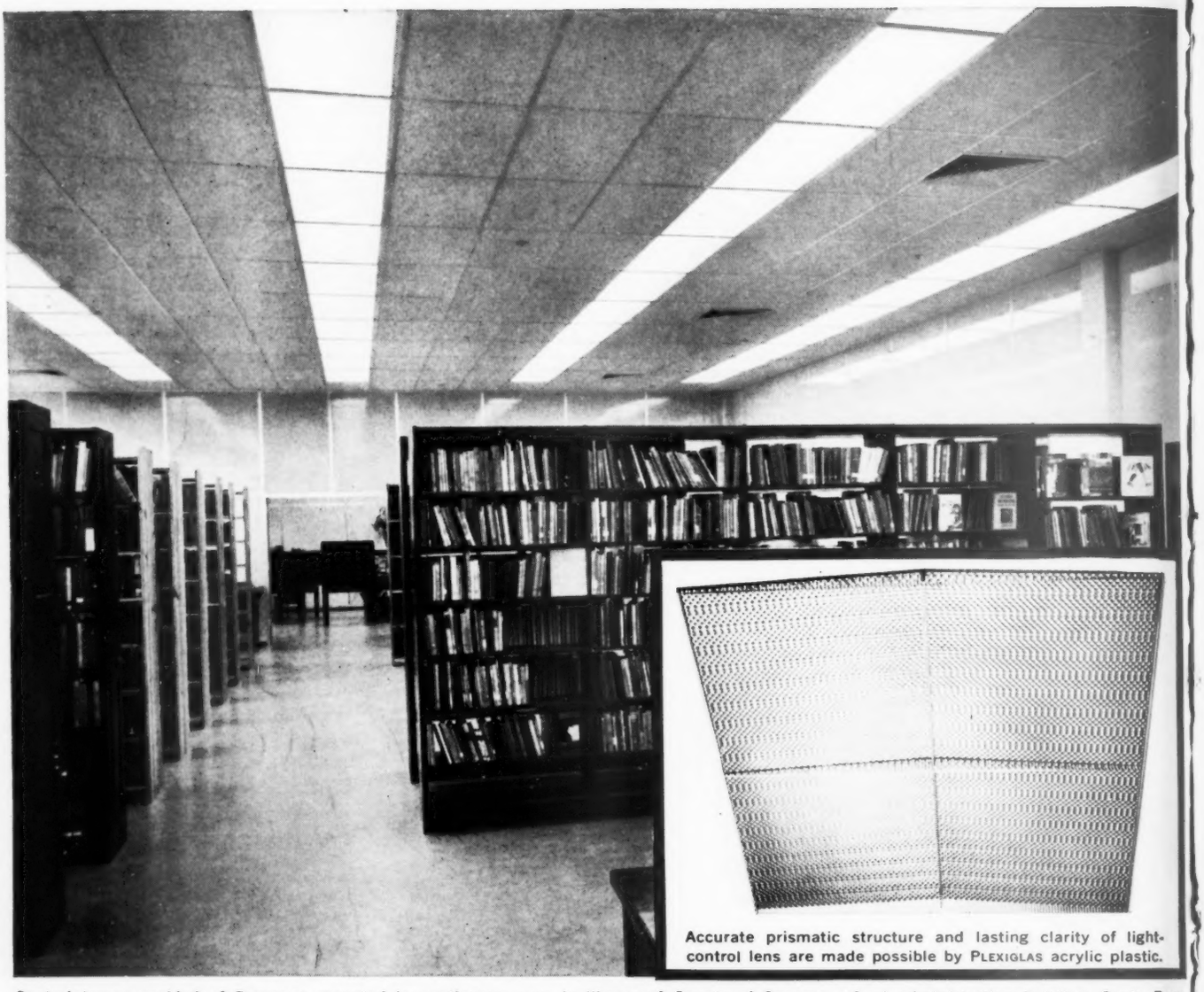
how to get taxpayers to read

YOUR ANNUAL REPORT

A TIP FOR SCHOOLS

HOW THE ARMY TEACHES LANGUAGES

SEE COMPLETE CONTENTS ON PAGE 2



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SCHOOL MANAGEMENT

July 1961

Features

What you can do to up-grade your physical education program 30

Any district can have a good physical education program. Here are some basic guidelines you can use right now to check your own—and to improve it, if necessary.

How to get taxpayers to read your annual report 35

An annual report can add vigor to your public relations effort—if it is read. Here's how one district cultivates reader interest in every issue.

A breakthrough in teacher pay? 38

There are two ways to pay a teacher—lock-step and merit. Neither is wholly satisfactory. Here's a new approach to teacher salaries which may take the best of both.

A tip for schools: How the Army teaches foreign languages 44

Any school can have a topnotch language program if it follows the six keys to success outlined by the head of the most successful language school in the United States.

How teachers planned a classroom 51

What would happen if teachers were given a stronger voice in the planning of classrooms? In Provo, Utah, they had a chance. Here are some of the results.

How to double or triple your reading speed 60

Deeper concentration will increase your speed and comprehension of dull, factual reading matter. Here, in the last of three 'lessons,' are five steps to thorough concentration.

Editor: Paul Abramson; **Associate Editor:** Bernard E. Weiss; **Art Director:** Laurence Lustig; **Production Manager:** Virginia E. Ray; **Art Production Manager:** Joan Longnecker; **Copy Editor:** Mary Kring; **Production Assistant:** Elaine Lesta; **Associates:** Dr. Orlando F. Furno, *Educational Research;* Richard Flambert, *Food Service;* Dr. Stephen F. Roach, *School Law;* **Circulation:** James Vinisko, *Supervisor;* Marie LaGuardia.

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VOL. 5 NO. 7

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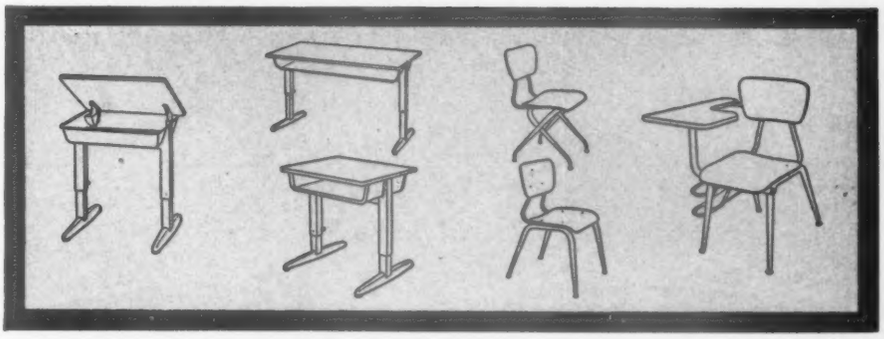

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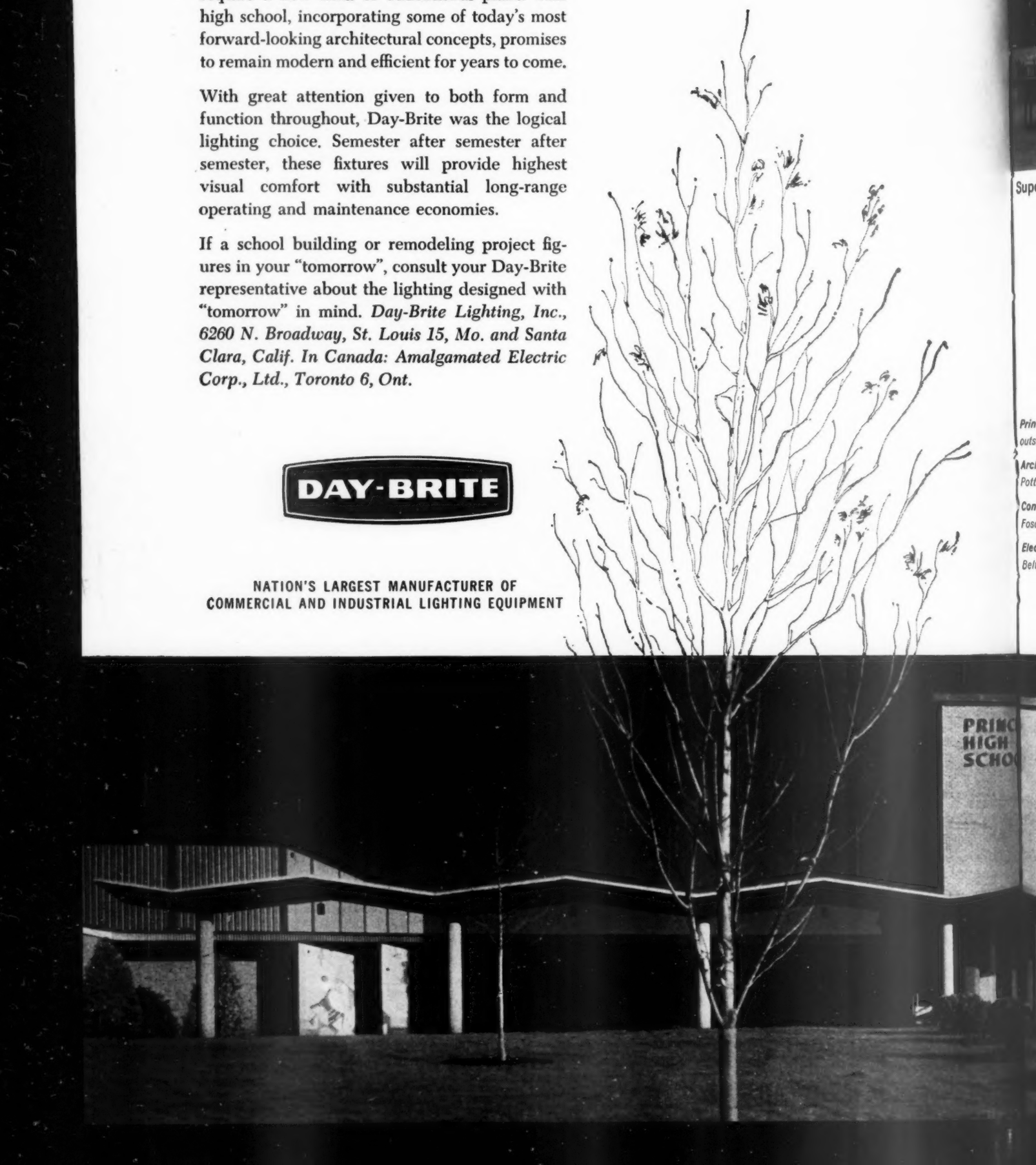

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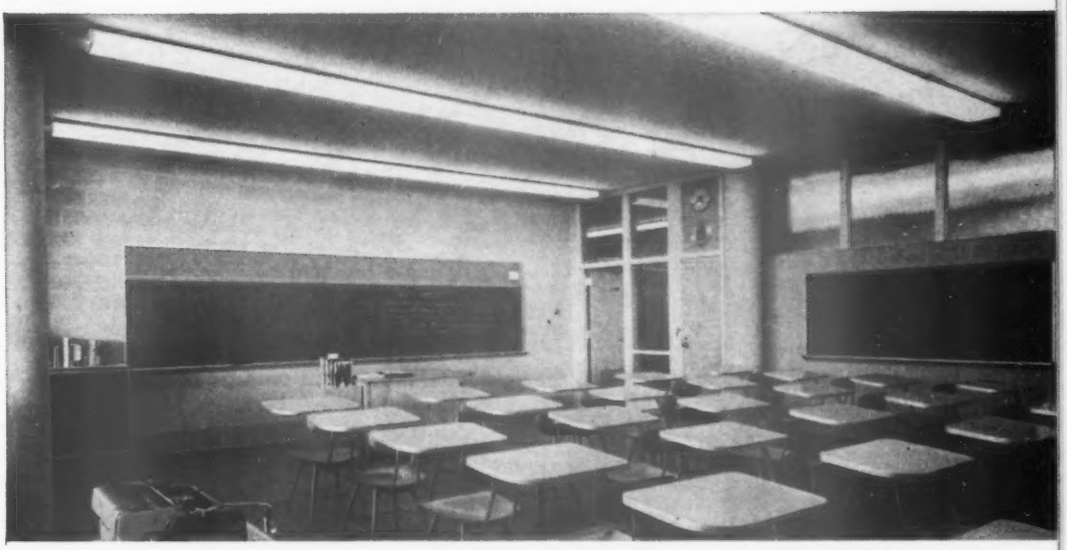

Molded acrylic plastic enclosures control light prismatically, eliminating glare.

Princeton High School,
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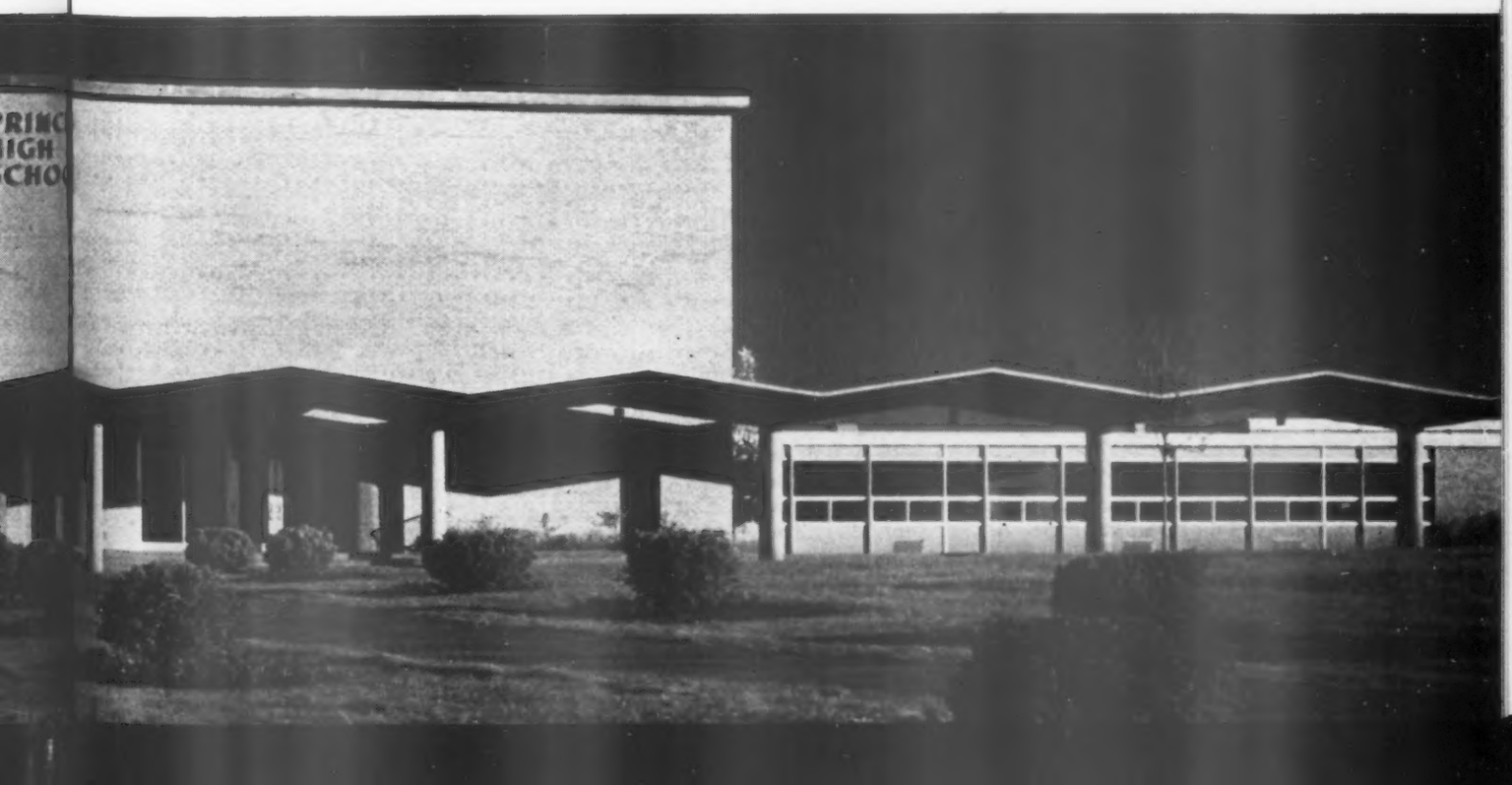

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Note imbedded Nylon plug - locks screws automatically
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★ 9-in-10 washers are fastened with TOO LONG or SHORT SCREWS thus loosen and destroy themselves. Leaks quickly follow!

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A sampling of correspondence across the editor's desk

Practical development

SIR: Permit me to commend you on your new department, "Workshop for school managers." It is one of the most practical developments I have seen attempted by one of our professional journals.

L. L. DICKEY
SUPERINTENDENT OF SCHOOLS
HAMILTON, OHIO

Down to earth

SIR: I wish to add my congratulations to the many I feel sure you have already received on your Cost of Education Index (*SM, Jan. '61*). It is one of the finest pieces of work that I have seen.

I feel that the practical applications of the statistics contained in this report will be of use to school administrators for years to come. I hope that you will make this a yearly feature of your publication.

I have been reading your magazine since the first issue and have always found it to be one of the best in the field. I particularly like the "down-to-earth" approach of the articles you publish. I seldom find an issue that does not contain at least one bit of useful information for application in my particular situation.

CHARLES R. DUVALL
PRINCIPAL
SOMERSET TOWNSHIP
WASHINGTON COUNTY, PA.

■ *CEI is indeed to be a yearly feature. Forms for the 1961-62 Index, to be published in January, 1962, were sent to participating districts just last week. If your district has not received forms but you would like to participate, just drop a note requesting CEI forms to: Cost of Education Index, School Management Magazine, 22 W. Putnam Ave., Greenwich, Conn.* ED

Safety in numbers

SIR: You ran a most interesting interview with a staff member of the National Safety Council (*see "What is your district doing about safety?" SM, Sept. '60*). The interview was officially cleared by the National Safety Council.

One of the statements in that article was, "Approximately 60% of all accidents to school-age children occur under school jurisdiction." This statement was questioned by the Omaha, Neb., public schools. Many members of the Standard Student Accident Reporting Committee, including its staff representative, agreed with the Omaha public schools that something seemed to be definitely wrong.

We began checking to see if we could find out why these figures disagree with the opinion of many of us who have been working in this field for some years.

First, we knew that we were getting incomplete reporting insofar as non-school jurisdictional accidents were concerned. The committee has for years stressed the necessity of getting better reporting in this area. Second, all arithmetic computations were checked and found correct. Third, we surveyed our reporters and found that 38% were submitting records for all accidents, no matter how slight, in the school jurisdictional category, while they were sending reports only of those accidents sufficiently serious to cause a one-half day's absence from school or to necessitate care by a doctor for the non-school jurisdictional category. Thus, any comparison between the school and non-school jurisdiction rates is faulty. We greatly regret that this misinformation has been issued and shall use every means at our disposal to correct the error. Should you like to publish this letter as a correction, we should appreciate it.

VIVIAN WEEDON
STAFF REPRESENTATIVE
STANDARD STUDENT ACCIDENT
REPORTING COMMITTEE
NATIONAL SAFETY COUNCIL

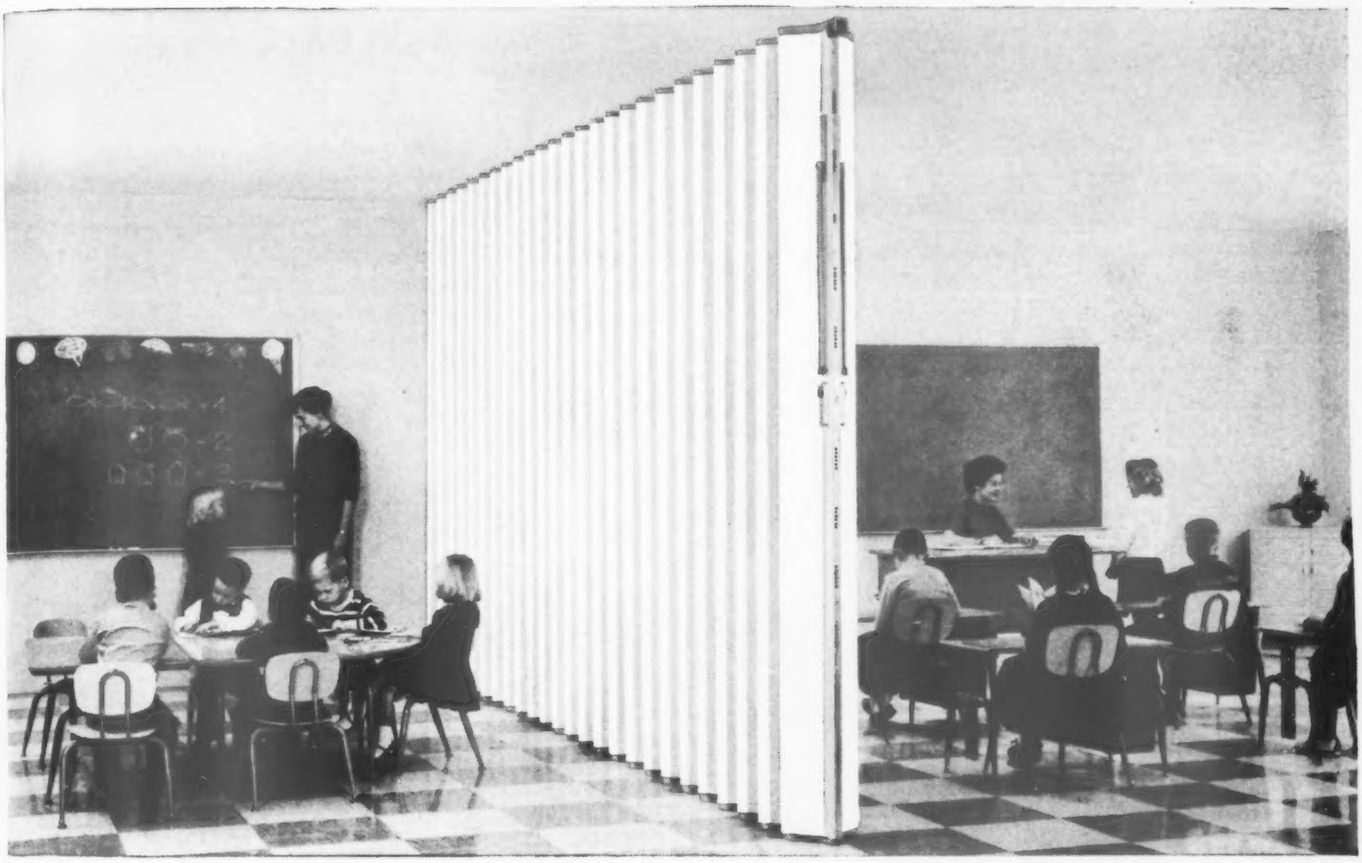
Meeting needs

SIR: I read with a great deal of interest the article entitled "Parent-teacher conferences" (*see SM, April '61*).

It is gratifying to see what some of the schools, such as Washburn, Wis., are doing to meet the needs of both parents and students.

BRUNO D. IPPOLITE
BUSINESS MANAGER
ASHLAND PUBLIC SCHOOLS
ASHLAND, WIS.

Certified* to shut out sounds other partitions let through



Furniture by Peabody

*Decibel ratings by Geiger & Hamme Laboratories per ASTM E90-55

New! Steel-Walled Modernfold

● *First in sound reduction . . . first in heavy-duty school design.* To separate classrooms, to close off part of the auditorium or cafeteria for special activities, or to divide any area to double your use of existing space . . . you'll find this Soundmaster 240 by Modernfold rivals conventional walls in sound control, yet still lets you reunite divided space on a second's notice.

The heart of Modernfold's sound superiority is in twin walls of steel panels beneath that luxurious vinyl . . . a dense, rigid barrier with eight sound-stopping horizontal edge seals custom-trimmed to the opening.

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354/4000 cps av. (Industry Standard)	41.8	35.8	36.4	33.0
Acoustic Panels	steel 5⅛" wide, wt. 1 lb./sq. ft.	uses cardboard	steel, 2¾" wide, wt. ½ lb./sq. ft.	uses cardboard
Sealer Strips	8	8	4	4
Foam-Lined Jamb-Seal	yes	yes	no	no
Air Release	yes	no	no	no
Pull-In Latch	yes	yes	no	no
Best Fabric Weight—Outside Covering Only	45 oz. per lin. yd.	45 oz. per lin. yd.	18 oz. per lin. yd.	27 oz. per lin. yd.
Top Row Horizontal Hinge Plate Depth	8½"	3"	(vertical)	1½"

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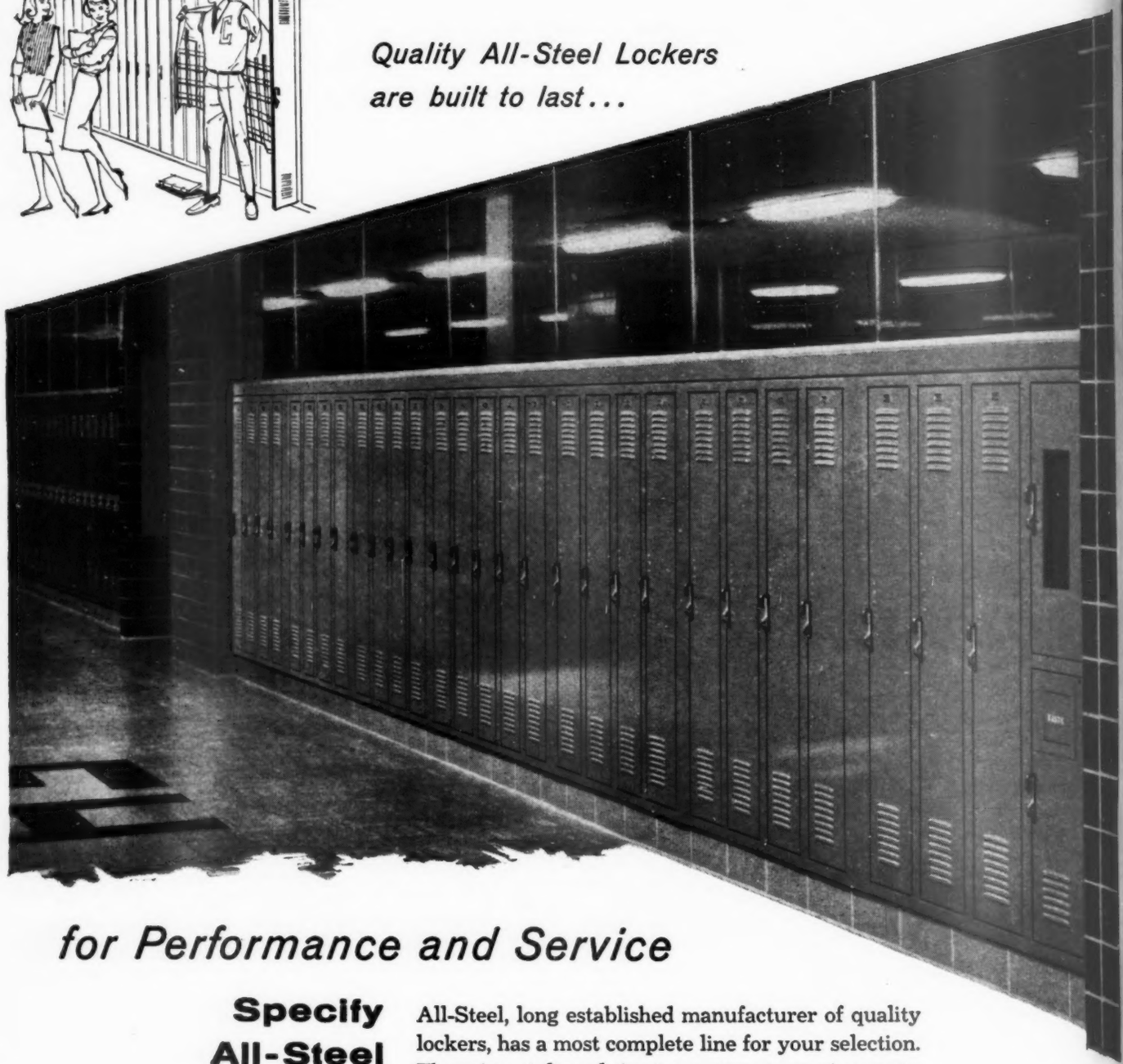

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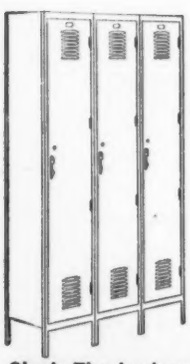
All-Steel, long established manufacturer of quality lockers, has a most complete line for your selection. There is a style and size to meet your requirements. See and compare All-Steel Lockers. There is a real difference. For dependable performance and service there is none better. See your locker distributor or send now for information and illustrated catalog.



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YOURS FOR THE ASKING

This material—promotional and otherwise—contains ideas of possible value to you and your schools. Each item listed will be sent to you without cost.

FOR FREE COPIES, USE READER SERVICE CARD

Build faster for less. A folder being distributed by the Butler Mfg. Co. describes factory-fabricated walls for Butler buildings. The insulated wall panels, said to speed construction by using the tongue-in-groove method, make a "low-cost way to build a quality building." These permanent walls are available in a variety of finishes and require minimum maintenance.

For a free copy of the folder, circle number 887 on the Reader Service Card.

How to maintain floors. A complete guide to the maintenance of floors is being offered by the Armstrong Cork Co. The guide is actually a handbook of proved methods. One section outlines some common maintenance problems, the cause of the problems, and solutions. Other sections include procedures for daily maintenance, selection of proper equipment and removal of stains. There's also a discussion of commercial floor finishes, waxes and cleaners.

For a free copy, circle number 884 on the Reader Service Card.

A teacher's view of ETV. Fundamental considerations and operational facts of educational television, from the teacher's point of view, are presented in this booklet prepared by Thompson Ramo Wooldridge, Inc. The booklet tells how to organize and plan programs, and outlines the purposes and financing of ETV. Illustrated.

For a free copy of "Television in Teaching," circle number 869 on the Reader Service Card.

High school data processing. A computer service to do scheduling, registration and grade reporting on a contractual basis is outlined in a booklet offered by the Service Bureau Corp. Sample reports produced by the data processing service, such as class registers and report cards, are included.

For a free copy of the booklet describing this service, circle number 854 on the Reader Service Card.

Control cafeteria costs. An abbreviated slide rule, offered by the Continental Coffee Co., will help your cafeteria personnel determine prices to charge for their meals. The rule works like this: It has four scales. Input for the first scale is cost of the food, in bulk. Input for the second scale is the expected number of servings.

Line up the two scales with a third—percentage of mark-up desired. Then, the price of each serving is read off the fourth scale. The plastic slide rule is seven inches long.

For a free "calculator," circle number 878 on the Reader Service Card.

Cut heating, power costs. Leasing power and heating equipment can reduce operational costs, according to a folder put out by the Iron Fireman Mfg. Co. When schools lease equipment, they get modern, efficient equipment; there is no capital investment; schools pay for current use only. Leases can be renewed annually, following expiration of the base lease period.

For a free copy of the folder describing this lease plan, circle number 876 on the Reader Service Card.

Keeps lawns green. A rubber-like spray mulch which protects against soil erosion and seed displacement is described in a booklet being offered by the Alco Oil & Chemical Corp. The booklet tells how this spray works, and gives a practical breakdown of application methods. Suggested dilution ratios of the liquid are also included.

For a free copy of the booklet, circle number 892 on the Reader Service Card.

Buying athletic goods? A special school catalog has been issued by the Premier Athletic Products Corp. The catalog includes equipment for many sports, covering wrestling mats to catchers' chest protectors. It also has some specialized equipment for kindergarten and elementary school children.

For a free copy, circle number 868 on the Reader Service Card.

How to change gym markings. Effective for the 1961-62 season, markings of basketball courts must be modified because of an official rule change. The Hillyard Chemical Co. is distributing a folder which shows how the floor markings should appear, and suggests a method for removing the old markings. The rule change affects all amateur basketball courts.

For a free copy of folder showing how to change markings, circle number 865 on the Reader Service Card.

Improve office efficiency. Smith-Corona Marchant, Inc., is distributing a booklet of 50 tips, all of them simple, to help you improve office and personnel efficiency. Here's one: "Personalize inter-office memos. Communications with your staff have a greater effect when they are a 'person-to-person' effort. Use a 'joint attempt' tone; write memos in your own handwriting, reproduce them for distribution." The suggestions in the booklet, compiled by the firm's

text continued on page 68

Clerk Embezzles $13,161.50 from School Text Book Fund
School Employees Indicted in Contract Fraud
School Board Clerk Seized in Series of Check Forgeries
Eight men have been arrested, and Sheriff Luke D. Brewer said all eight signed

As these headlines from actual cases testify, dishonesty and thievery *do* occur in schools. Fortunately, many safeguards are available to help protect your system. One is to require that bank statements be reconciled by an employee who does not keep cash records, or draw or sign checks. Another is to bond *every* person trusted with school money and property – official, teacher or student.

Ætna Casualty's new *free* booklet includes *many* practical suggestions on how to safeguard your school system against dishonesty. Mail the coupon *today* for your copy.

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Please send me without obligation a copy of "How to Guard Against Dishonesty in Your School System."

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(Circle number 701 for more information)

WHERE TO GET HELP

A guide to useful information

TEACHER SALARIES

The merits of merit pay. This publication is an edited version of a seminar to discuss teacher performance appraisal and thrash out the problems of merit pay. It was sponsored by the management consulting firm of Barrington & Co.

The report includes lectures on teacher characteristics, state assistance to local schools in developing merit, and the professional consultant's role in teacher appraisal. It also includes three case history presentations by superintendents who tried merit pay in their districts. (*For a comparison of these three merit pay plans, see "How they handle merit pay—three case studies," SM, June '61, page 54.*)

One of the superintendents who developed a successful merit program summed up his presentation by saying, "The pressure is on. There is going to be more and more pressure from boards of education to do something about teacher evaluation. Though the boards are talking about money and the superintendents are talking about instruction, I believe both can be brought together. Teachers who refuse to look at merit are cutting their own throats. They may not agree with it, but if they don't make an attempt to look at merit objectively, they may not even get the across-the-board raises they now enjoy."

None of the seminar's participants took issue with him.

LATEST THINKING ON APPRAISAL AND IMPROVEMENT OF TEACHER PERFORMANCE. *Barrington & Co., Inc., 230 Park Ave., New York City 17. 118 pages. $4.*

SUMMER SCHOOL

More than just a trend. Education is the only major enterprise where research and experimentation must be done on the job. There are no opportunities, as in medicine, to play with theories in a lab.

So, concludes this booklet, why not use the summer months to experiment in education? "July and August constitute an excellent laboratory period during which educators can work creatively to investigate, fashion and test educational programs which answer the needs of schools."

Getting down to specifics, the authors observe that in schools where summer courses are offered, a new breed of student is evolving. He's the summer scholar who is interested in advanced work, or in courses not available during the regular term. Summer programs offer courses appealing to every student, not just the academically talented. Examples of possible courses are driver training, typing, creative writing and beginning foreign languages for elementary students.

But, say the authors, there are some precautions to be taken before a district can teach summer classes properly:

1. The summer program should tie in with the rest of the curriculum so that there is, in effect, a year-round school with a year-round budget.

2. Student participation should be voluntary during summer months.

3. Guidance counselors should be available to help students choose the optional courses which would be most helpful to them.

The authors suggest that year-round schools are more than just a trend. They cite many case histories of districts where summer programs have enjoyed much success. Methods and ideas tried in summer schools have gone into the regular curriculums without further experimentation. Teachers are enjoying professional status on a 12-month basis, with professional salaries.

In short, the booklet makes a case for abandoning the nine-month school year.

EXTENDING THE SCHOOL YEAR. *Association for Supervision and Curriculum Development, 1201 16th St., N.W., Washington 6, D.C. 68 pages. $1.25.*

ADMINISTRATION

The school of tomorrow. A radical change must take place before this country's schools are in a position to teach students properly, according to this report.

"Few high school graduates today have achieved the skill of independent study.

"Professional teachers waste two-

Paul G. Blazer High School, Ashland, Kentucky. Architect: Joseph Baker & Associates.

Ultra-modern Ashland, Kentucky high school installs Crane plumbing for longer life, easier maintenance.

To make the grade in today's schools, plumbing equipment must have durability, dependability, specialized design. And Crane is tops in all three. That's why the new Paul G. Blazer High School is furnished throughout with 419 Crane fixtures and fittings—including lavatories, drinking fountains, water closets, service sinks and urinals.

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thirds of their time on tasks that could be performed by other persons or automated devices.

"Schoolhouses are not designed for educational purposes.

"Rigid units of the school day are an unnatural and illogical way to present content."

Tabbing today's schools as unsatisfactory, the report recommends that schools of the future have some small groups of students—15 or less—and some large classes—up to 300. About 40% of a student's time may be spent in classes ranging in size from 100 to 300 students. The student may spend another 40% of his time at creative independent work.

The school of the future will employ more adults to work with students, but fewer will be professional teachers. Many staff personnel will be specialists, consultants, general aides, clerks and teacher assistants.

Changes will also be seen in school buildings. Room sizes will be flexible; spaces for independent study will be located near resource centers.

Class schedules will be more flexible. Students will not be bound to one class per hour, with the same daily schedule.

And the "egg-crate" curriculum concept will be broken.

Realizing that no school in the country today follows the pattern it recommends, the commission making this report has provided a "how to" chapter consisting of several specific steps which schools can take now. For example, individual programs and courses could be planned for only those teachers and students who are especially interested.

This paperback is another report on the work of Dr. J. Lloyd Trump, author of the Trump Plan for high schools and now associate director of the National Association of Secondary-School Principals.

FOCUS ON CHANGE: GUIDE TO BETTER SCHOOLS. *Rand McNally & Co., 405 Park Ave., New York City. 147 pages. $1.25.*

Details of data processing. This booklet, prepared by Purdue University, explains the "why" and the "how to" of data processing in public schools. There's an explanation of how to read a punched card, and how data processing can be used in student scheduling, business office procedures, and grade reporting and testing.

THE MECHANIZATION OF RECORDS AND OFFICE PROCEDURES IN EDUCATION. *Write to John C. Reinbold, Division of Adult Education, Memorial Center, Purdue University, Lafayette, Ind. 31 pages. $1.*

SECONDARY EDUCATION

Changes needed for junior highs. Today's junior high school is "an institution under pressure to change, without a clear mandate regarding function, purpose or structure."

The pressure to change, say the authors of this booklet, has contributed to such trends as sorting students for advanced courses in junior highs before they have had time to explore their own interests and talents; the downward extension of high school courses without adequately prepared teachers and proper facilities; and homework loads that tend to be "hard for the sake of being hard."

Changes must be made, according to the booklet, but they must be made with a purpose. Today's junior high should be of moderate size (500-800 students); have a well stocked library staffed by a professional librarian-teacher; provide ample guidance services; offer continuity of association between teacher and student for more than one year; maintain flexibility of scheduling;

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be staffed by teachers prepared for junior high teaching; provide help for teachers by principals, supervisory staff and clerical personnel; provide a modern instructional program in subject areas; have adequate physical education programs; have ample laboratory and workshop facilities; and have an established, reasonable teacher load.

"Such elements contribute to an educational program that is adequate for the *present*," says the booklet. "We must consider further developments if the junior high school is also to serve our future needs adequately." The booklet then presents 15 recommendations for the junior high school of the future.

THE JUNIOR HIGH SCHOOL WE NEED. *Association for Supervision and Curriculum Development, 1201 16th St., N.W., Washington 6, D.C. 37 pages. $1.*

TEACHER AIDES

How to set up a volunteer program. Teacher aides are being employed on a regular weekly basis in some public schools in New York City. This book describes in detail the work done by volunteers, and the program's organization.

The program in New York has been in operation since 1956, and has developed into an important part of the city's educational effort.

Volunteers themselves have taken on increasing responsibility, such as recruiting and interviewing prospective aides. This report covers the first three and one-half years of the program, and explains how useful procedures were developed.

SCHOOL VOLUNTEERS. *Public Education Association, 125 W. 54th St., New York City 19. 200 pages. $3.95.*

VOCATIONAL EDUCATION

Agriculture. This pamphlet presents the case for agricultural education in the public schools.

"Schools," according to the pamphlet, "stand almost alone as an agency able to reach all sections of the population—devoted to organized, systematic and thorough instruction, and committed to teaching the truth without self-interest. Too little agricultural education has been made available in communities that are not primarily agricultural."

FACTS YOU SHOULD KNOW ABOUT AGRICULTURAL EDUCATION IN THE PUBLIC SCHOOLS. *American Vocational Association, Inc., 1010 Vermont Ave. N.W., Washington 5, D.C., 11 pages. 10 cents (10 or more copies, six cents each).*

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How to tell if a schoolhouse is obsolete

A sound structure doesn't always mean a sound school. Here are four checkpoints to determine whether your schools are really up to par—or are ready for abandonment.

■ ■ ■ Do you judge a school's obsolescence by the soundness of its structure? If so, your district is probably using schools that should have been abandoned years ago.

So says Benjamin Handler, professor of planning at the College of Architecture and Design, University of Michigan. Most school buildings become obsolete long before the structures themselves deteriorate, he says in "Economic Planning for Better Schools."*

Professor Handler identifies four major checkpoints of school obsolescence: site, location, service system, and educational opportunities.

SITE

OBSOLESCENCE

Site obsolescence occurs, Handler says, when the site becomes too small for the school enrollment. "The original site becomes too small to allow proper play facilities, opportunities for outdoor study, or other educational advantages. The provision of a playground elsewhere in the community may relieve matters somewhat, but the quality of education itself must suffer if sufficient space is lacking for a modern program."

LOCATIONAL

OBSOLESCENCE

Related to site obsolescence, locational obsolescence is the result of changes in the school-age population. The age structure of the community itself changes with major population shifts. Changes in the use of the land would result in such shifts. The expansion of business and industry frequently displaces housing. "Or," says the author, "a shift in which single houses give way to apartment houses may displace families with children of school age. Where social mobility or changes in urban land use are rapid, a school building *still satisfactory in design* may be outmoded because of fundamental changes in the surrounding area which make it unpleasant and hazardous to school children. Business activity may fill the streets with traffic."

SERVICE SYSTEM

OBSOLESCENCE

Deficiencies in the mechanical equipment are known as service system obsolescence. "It occurs," says Handler, "when the plumbing system is outmoded, when the heating system falls behind accepted standards, when eyesight suffers because of old-fashioned fenestration or fixtures.

"These are obvious matters with which everyone has had some experience. . . . Changes relating to them are frequently the first made in the original building."

EDUCATIONAL

OBSOLESCENCE

This is probably the most important—and least tangible—way in which a school becomes obso-

* "Economic Planning for Better Schools." *Publications Distribution Service, Univ. of Michigan, Ann Arbor. 107 pages. $5.*

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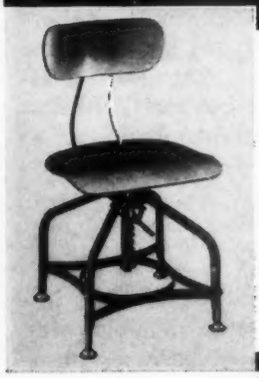

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lete. It occurs at that moment when teachers and other schoolmen conclude that they are unable to use modern teaching techniques in a given building.

According to Handler, educational obsolescence often takes place even before the school administration recognizes it "since not all school administrators have kept themselves completely up-to-date concerning educational needs."

Educational obsolescence runs into another obstacle—it is difficult to explain to the public. In the first place, many new techniques remain "controversial" long after the majority of school districts are using them. And when a taxpayer sees a perfectly sound building—and is told it must be replaced—it is not surprising that he is skeptical.

Actually, all four forms of obsolescence often occur—or start to occur—at about the same time. And each of them almost always *precedes* the actual structural deterioration of a building.

Remodel or abandon?

Suppose a school is judged obsolete. Should it be remodeled or abandoned? Handler concludes that structural defects are the *least* compelling reason for abandoning a school. "[These] and fire hazards are almost always correctible," he states. "Because they are legally recognized grounds for condemning school buildings, however, these categories are often *resorted to* when the actual trouble is educational obsolescence from causes that are difficult to define."

Service system defects—such as lack of central heat, or poor lighting—can usually be corrected through remodeling. "There is no point in remodeling, however," Handler points out, "when, as frequently happens, the schools also suffer from non-correctible types of defects."

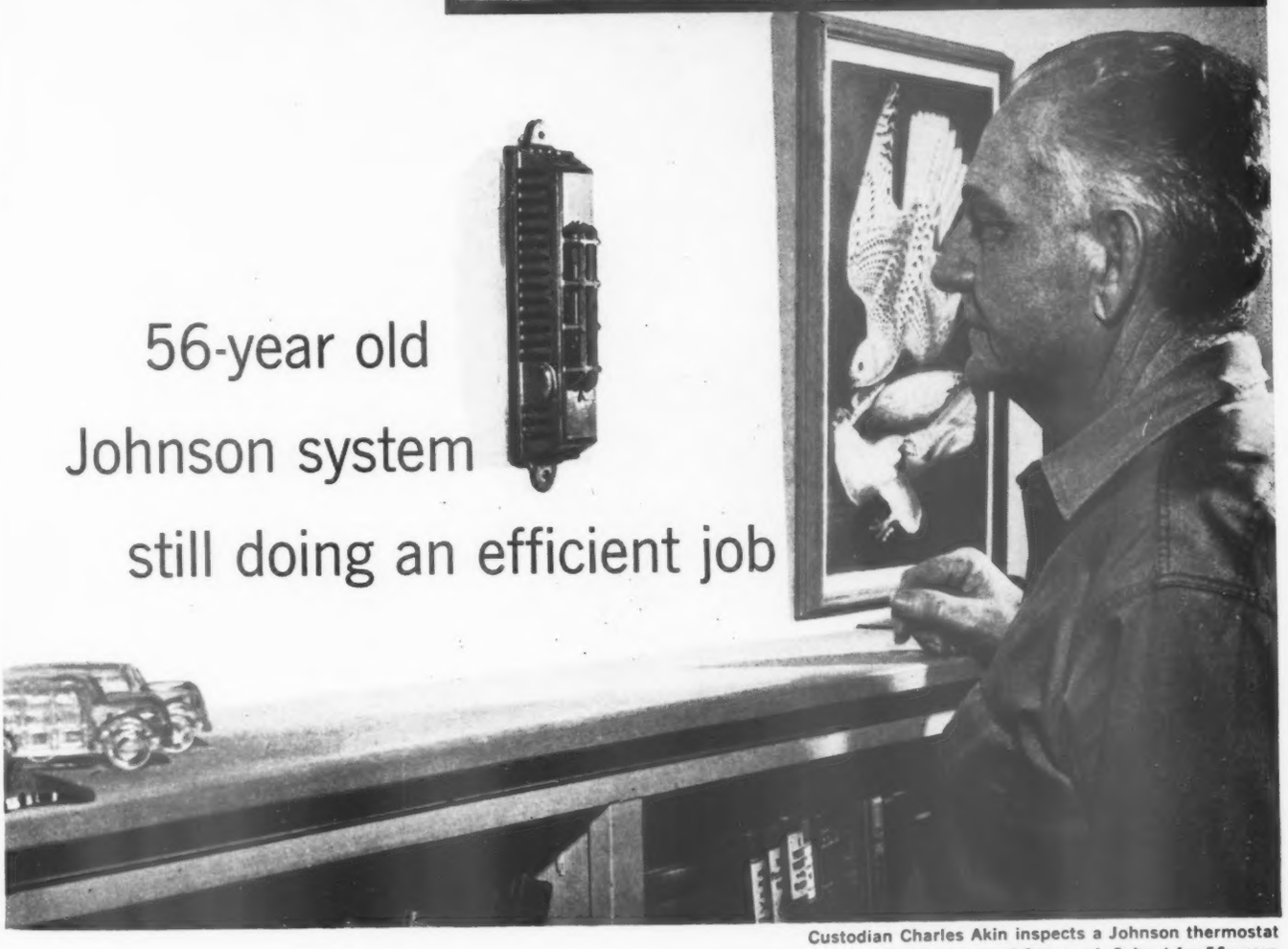
Poor location, inadequate site, unsatisfactory environment and educational obsolescence—these are the non-correctible defects. "Little can be done about such conditions," Handler concludes, "except to abandon the school."

What triggers the decision to abandon a school? In a survey of

text continued on page 21

Sequoyah School, Muskogee, Oklahoma. Built four years before Oklahoma became a state, it is a good example of sound construction, quality materials and equipment, and proper maintenance.

56-year old Johnson system still doing an efficient job



Custodian Charles Akin inspects a Johnson thermostat that has served Sequoyah School for 56 years.

Sequoyah School in Muskogee, Oklahoma, has been served by a Johnson Pneumatic Temperature Control System since it was built in 1905. For over half a century, this Johnson System has performed dependably and economically — returning many times its original cost in fuel savings while providing classroom comfort for thousands of students.

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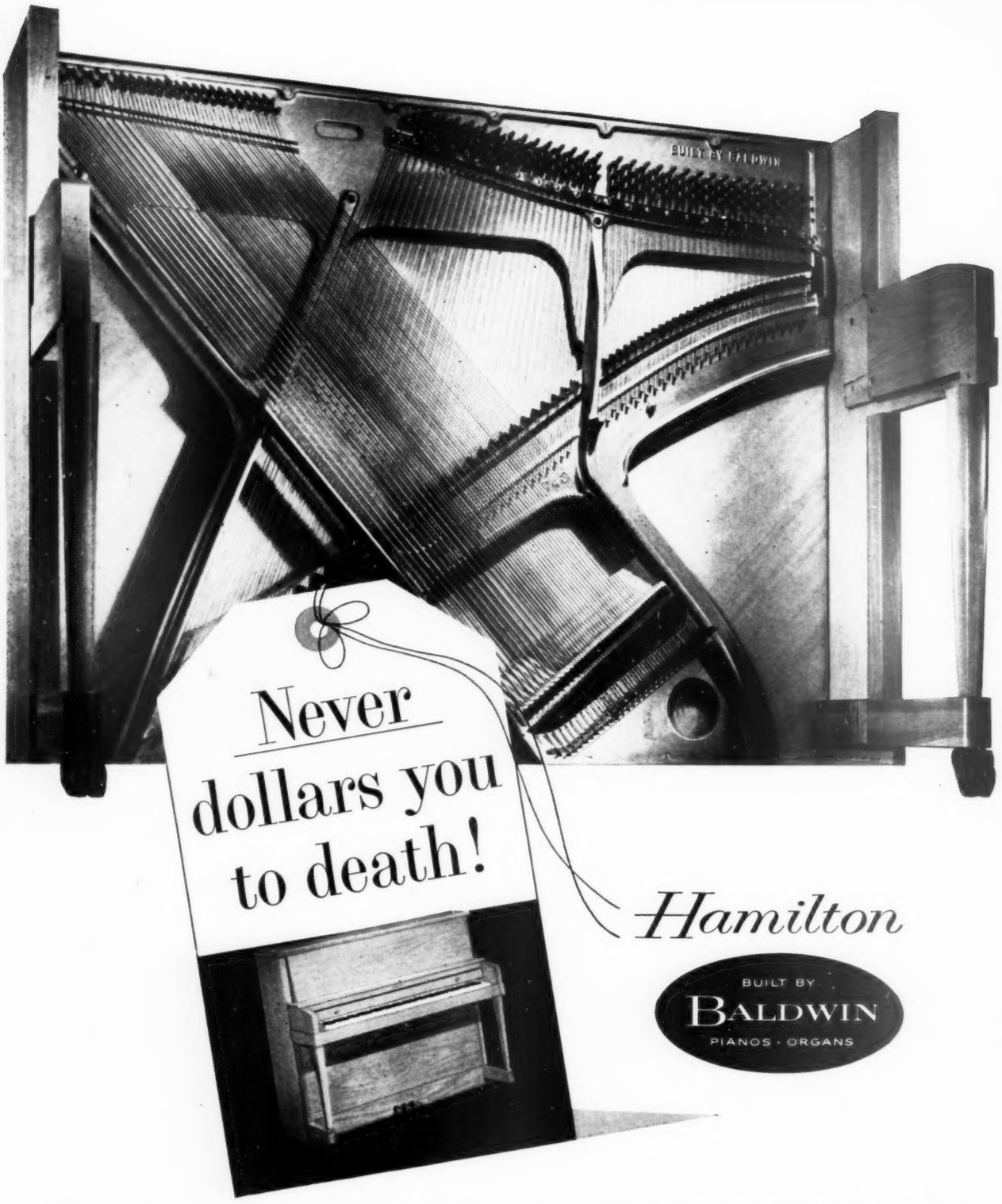

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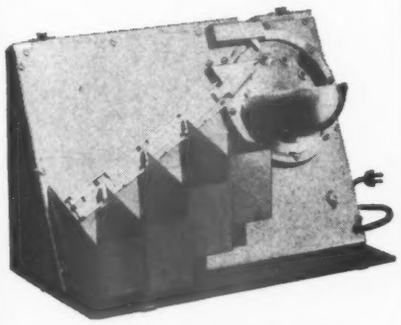

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Michigan districts, Handler found "the realization that the school compares poorly with other schools in the same system" often brought about abandonment. Other factors frequently cited: the discovery that no teacher would accept an appointment to an obsolete building; recognition of the high cost of maintenance; and the disappearance of pupils.

Little investigation

"In few cases," Handler found, "did any investigation by a competent technical person precede the decision to abandon the school . . . In only about one-fifth of the cases was any technical report made on the condition of the building prior to abandonment, and in most of these a fire department report provided the only data . . . Limited architectural and engineering investigations were made in a few instances. In only one case, where a school consultant made the survey, was a fee paid for the investigation . . ."

The decision to remodel

"The decision to modernize is probably the least rational of any building decision made by the average school board. It is usually taken with the least skilled advice and the least foresight; and it is usually based on the least accumulation of data. Since it aims at the same objectives as new building and involves comparable amounts of money, a comparable degree of study and of architectural, engineering and school consultant skill should enter into the decision . . .

"The conclusion is unavoidable that school boards seldom have much factual ground upon which to base their decisions to maintain or to abandon. . . . They do not have available information on the costs and financial consequences of alternative possibilities. Lacking such data . . . school boards work in the dark. Their decisions are subjective, influenced by blindly operating pressures from the community or the school system. . . . Most communities have had to live with an obsolescent school building, and their children have had to bear the consequences, many years before the need to abandon it was self-evident."

End

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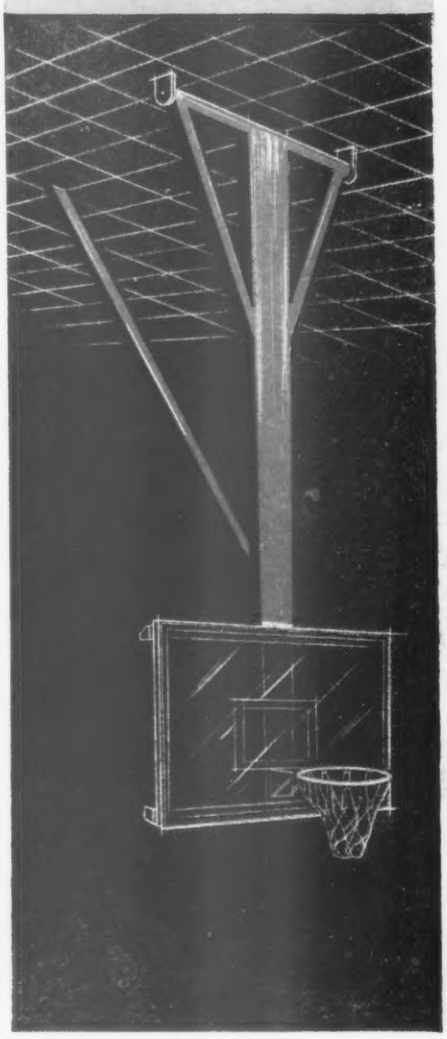

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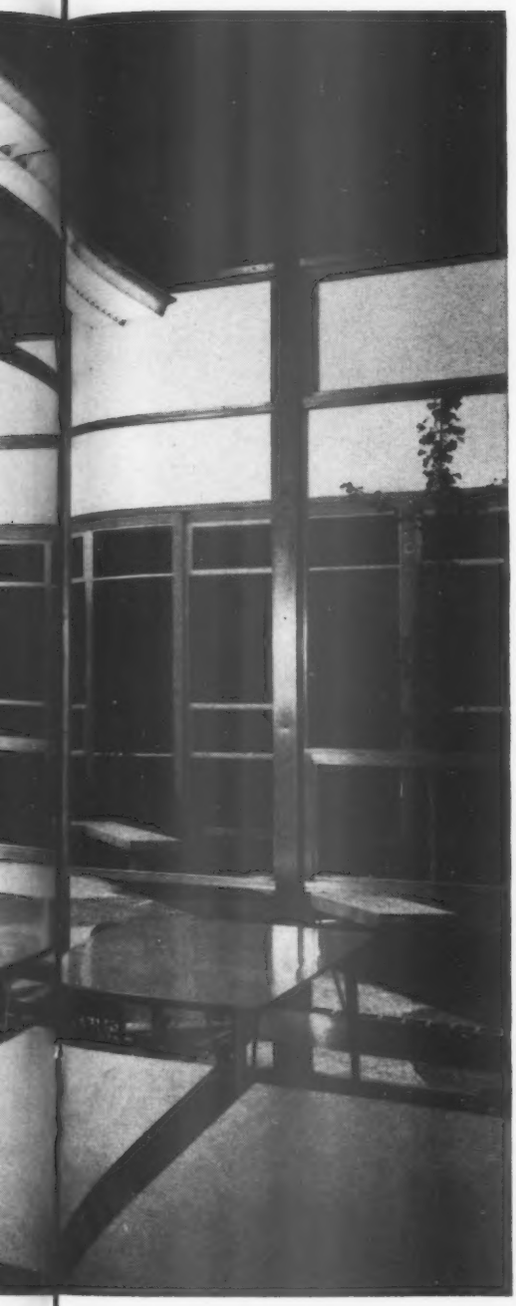
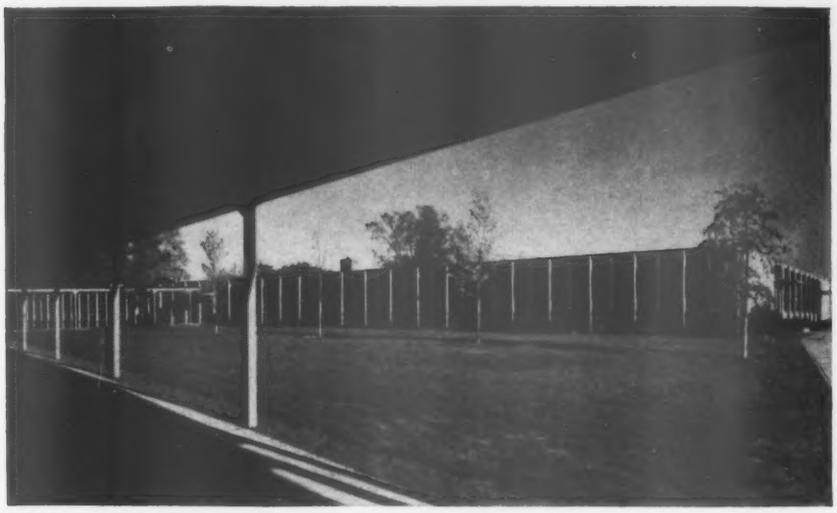
Wherever you look around the Finneytown High School in Finneytown, Ohio, there's glass—PPG Glass that lets in *plenty* of natural light, adds an extra measure of beauty to the buildings, and provides an ideal learning environment.

Two PPG Glass products play a big part in making this school the bright, spacious place that it is: Pittsburgh Polished Plate Glass and PENNVERNON® GRAYLITE™ 14 Glass. Polished Plate Glass is used in areas that demand maximum light transmission where natural light is essential. PENNVERNON GRAYLITE is used where glare is a problem. GRAYLITE 14 is heat-absorbing glass that has a pleasing neutral shade which is undetectable to occupants, does not change outdoor colors, yet substantially reduces glare that can be so hard on the eyes. It helps keep the school cooler and more comfortable in warm months, too.

Inside and out, this is a modern, attractive school building . . . as beautiful as it is functional . . . thanks to glass from PPG. For more information on PPG products, write Pittsburgh Plate Glass Company, Room 1171, 632 Fort Duquesne Blvd., Pittsburgh 22, Pennsylvania.

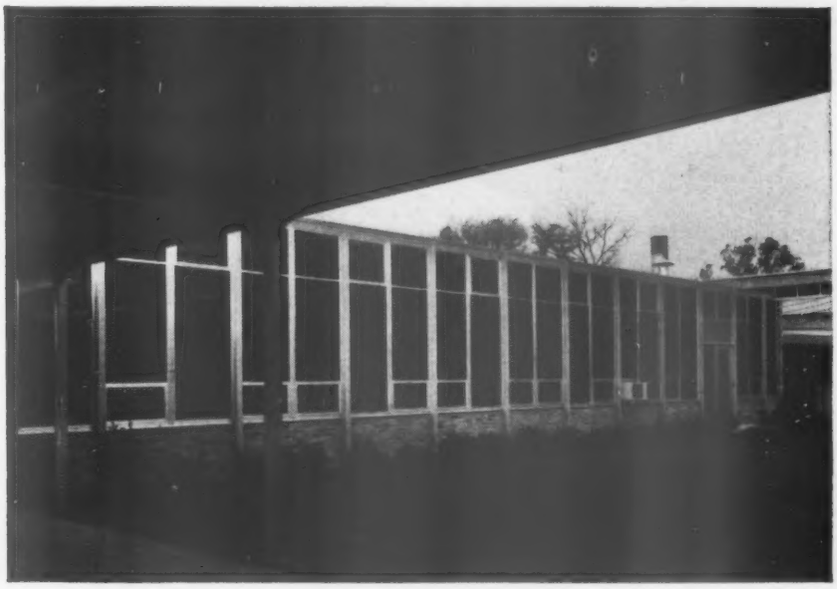


Finneytown High School, Finneytown, Ohio
Architect: Woodie Garber & Associates, Cincinnati, Ohio
Contractor: Holt & Reichard, Norwood, Ohio



Pittsburgh Plate Glass products enhance the appearance and help make the Finneytown school a pleasant place to attend.

PENNVERNON GRAYLITE 14 reduces the sun's glare and helps make this school a cooler and more comfortable building during the warm months.



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NEWS OF THE SCHOOLS

A digest of current happenings in public education

Free summer classes offered half-day students

Students in Cleveland, Ohio, who have been on half-day sessions for two or more semesters, are getting an opportunity to take free summer schooling this month.

Almost 4,500 students in the school system are affected. Some fourth graders have never had a full day of school.

The curriculum for the summer courses is emphasizing basics, such as arithmetic and reading; but art, music and other such subjects, which students have been deprived of altogether, are getting some attention also.

Board member quits in spending dispute

A board member in Finneytown, Ohio, has resigned in a dispute over the control of school expenditures.

Dr. Paul Norris, a chemist, protested a board vote giving the superintendent and the principal the right to spend student activity funds. This right should have been reserved to the board, Norris contended.

In defending the board's action, President Harry Moeller pointed out that student activity funds are not tax money, but cash raised through shows, cake sales and the like.

"Operational expenditures and anything involving tax money is controlled by the board," Moeller emphasized.

Teachers flunk TV; some students prosper

How good is educational television? About as good as the classroom teachers involved make it. At least, that's the result of one experiment being conducted in three Pasco, Wash., elementary schools.

All fifth- and sixth-grade students in the three schools received a daily 15-minute lesson in German last year. None of the classroom teachers involved knew the language. The results:

■ Bright students did very well. But for the majority, the course moved too fast and the slower students—and many of the teachers—found the whole course way over their heads.

■ Without direct instruction from the administration, teachers varied in their use of the course. Some used time before and after the telecast to review vocabulary and build up the language. Most simply turned the sets on for 15 minutes each day, resuming with regularly scheduled courses as soon as possible.

■ Of 270 sixth graders taking the course, only 21 chose a foreign language as an elective for the seventh grade. Twelve of these come from one school where the principal and a teacher are most enthusiastic about the use to which television can be put.

Interestingly, in that school, teachers are using classroom blackboards to copy the words used and are utilizing time after the telecasts to review the course. Most teachers in other schools are not, even though a workshop for teachers last summer suggested that they do so.

The television experiment, and its mixed results, are not viewed too seriously in Pasco. The course was the only one available, the camera work was poor and students in the classrooms had difficulty at times seeing what was on the screen.

But one conclusion does seem inescapable: As with every other teaching tool, TV is only as good as the classroom teacher who is using it.

Foreign correspondent on school paper

The student newspaper in Oceanside, N.Y., has a full-time foreign correspondent. His "beat" is the West German town of Iserlohn.

It all came about when a student in Iserlohn wrote to a New York City organization, "People to People," inquiring about a pen pal. The PTP group sent the German's letter to Oceanside High School, which had indicated its interest in exchanging letters with foreign students.

Rather than obtain a single pen

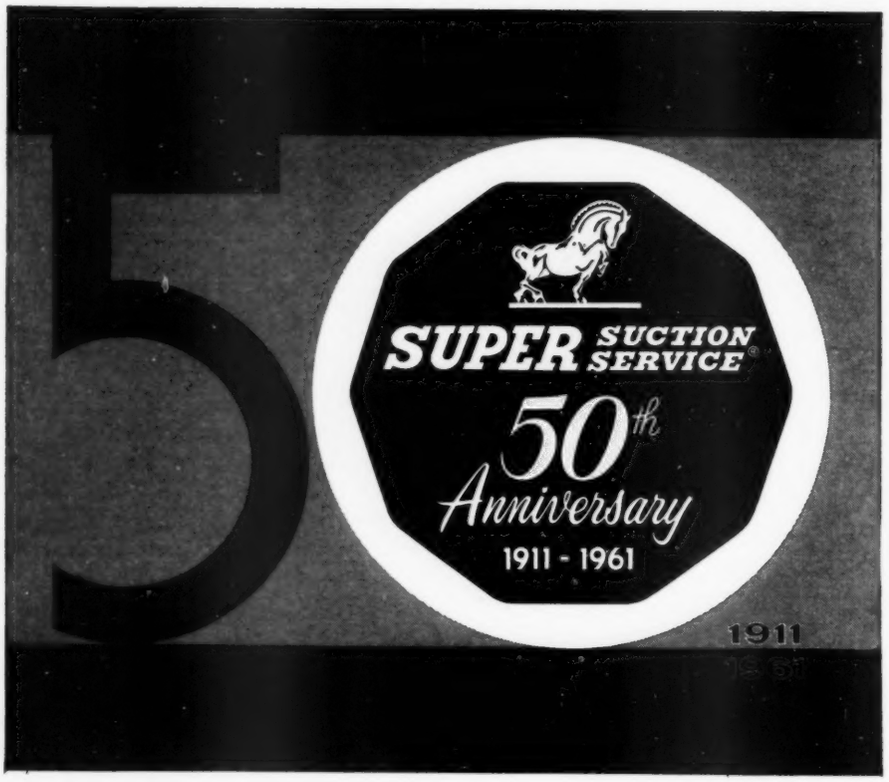
Too good to miss . . .

For shame . . . The state of Wisconsin is a little ashamed and red-faced after an incident in a Racine court. Leo F. Kennedy, charged with burglarizing a school, was released when his lawyer pointed out that the revised state criminal code excludes schools and other public buildings from the burglary category. Said the judge: "I'm surprised—in fact, shocked."

Good name . . . A new school attendance officer in Jennings County, Ind., certainly has an apt name. Her moniker: Mary Will Ketcham.

To blame . . . In Texas, a housewife rummaging around a junior high school library came upon a new corrupter of teenage morals—the philosopher Plato. According to the housewife, Plato's writings are too lurid. "I can't help but believe this is one of the reasons we have so many sex maniacs walking around," she told the Channelview School Board.

Good aim . . . Students in Chagrin Falls, Ohio, may agree with the aims of School Superintendent Robert Finley, but they're not sure they agree with his means. Finley wants every student to pass a course in personal typing before he graduates. But he doesn't want the course during the regular school year. His solution: all seniors would have to take a *summer* course in typing before receiving their diplomas.



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pal, teacher Nicholas V. Oulangas suggested that the German student and his friends become correspondents for the Oceanside paper.

The Germans accepted the idea and, in March, the exchange was begun. The first article-letter in the Oceanside paper was written by the editor of Iserlohn's school paper and described, in English, his school, his town and the way he spends an average day.

The Oceanside students (acting as foreign correspondents for the German paper) replied in kind, though their letter was also written in English. Since then the correspondence has grown and members of the Oceanside German class have been enlisted so that letters can be sent in German.

The exchange is being handled on the Oceanside end by the World Interest Club, a group of students who have been exchanging tape recordings with students all over the world for the last four years.

Paperback texts are school issue in Detroit

The use of paperback textbooks is a new issue facing schoolmen in Detroit. There, an irate mother used the letters-to-the-editor column of a major newspaper to ask why parents should have to spend $3, $4, or $5 for hardcover books that are sometimes used only one semester, then discarded as a course is modified.

The letter has caused a wide-range dispute over possible use of paperback texts. Those who favor them cite low cost as an advantage. Teachers, whose spokesmen oppose them, cite low durability.

As for the school system itself, Assistant Superintendent Paul T. Rankin, who heads the textbook selection committee, put it this way: "Personally, I think it would be a fine idea if it would work, as well as reduce costs for parents . . . but it is unlikely that basic textbooks are available in paperback form."

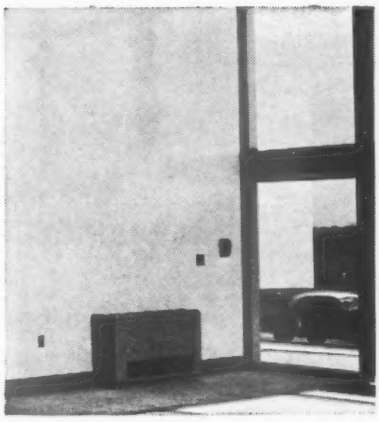
Dutch-treat luncheons aid public relations

One of the easiest and most inexpensive ways to conduct public relations activity is to invite taxpayers to visit schools.

In Haverhill, Mass., Superintendent Stanley W. Wright goes one step further. At two-week intervals, Wright invites city councilors and other municipal officials to dutch-

Beautiful, new Bermudian Springs High School (above) near York, Pa. accommodates more than 650 students in 23 Chromalox-equipped classrooms like the one at right.

Spacious lobby, with large expanse of glass, is comfortably heated with Chromalox console unit heaters.



It's Chromalox for comfort heating in Pennsylvania's first electrically heated high school

When the beautiful, new Bermudian Springs High School was built near York, Pa., another first was established for clean, economical electric heating.

That's because the entire school, from locker rooms to classrooms, is heated electrically with Chromalox units from Edwin L. Wiegand Company. The joint school boards and Buchart Associates—York architects and engineers who pioneered electric school heating in Pennsylvania — chose modern, electric comfort heating, because of its lower total owning cost.

Electric heat eliminates the old-fashioned (and often troublesome) boiler rooms, an advantage to both architects and school administrators. There's no soot, leaky pipes, water hammer or obnoxious odors to annoy the occupants.

Also, with Chromalox electric units, the comfort in each room is controlled individually to suit the occupants. Drafts? Cold spots? Unhealthful nuisances of the past.

If you appreciate *clean, economical*—and safe—heating, Chromalox heat is what you need for your school. Write us for more facts about Chromalox Electric Unit Ventilators for both old and new school buildings.

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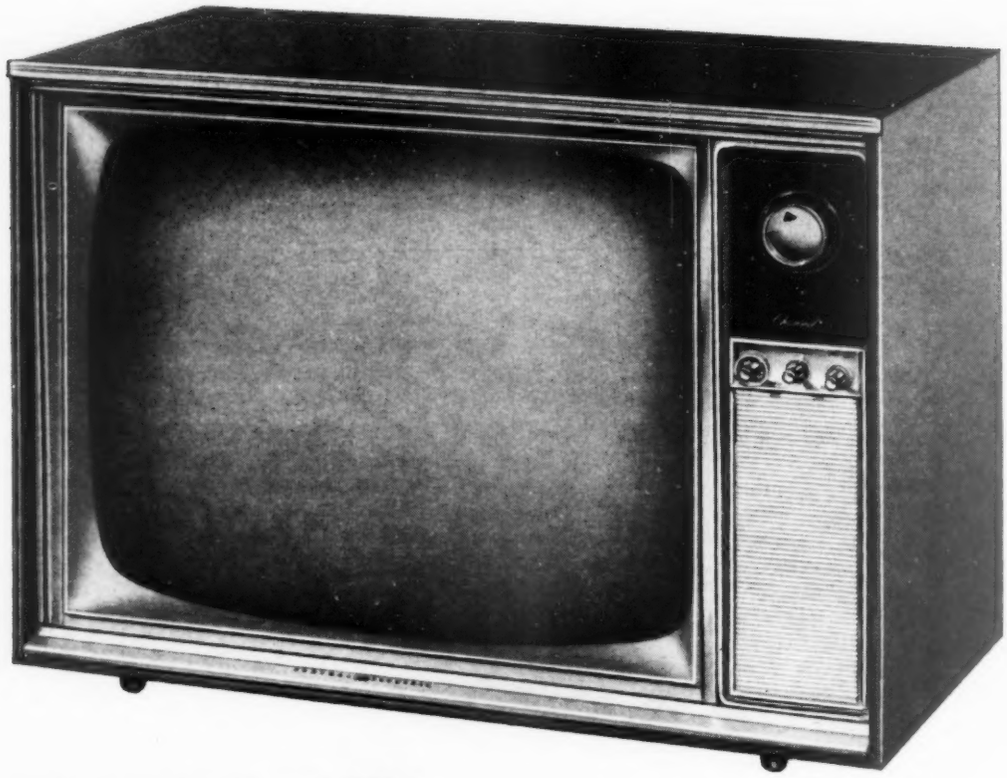

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General Electric receivers are already in use by many school systems throughout the country, and satisfied users have recommended them highly to other school bodies. These users include such school systems as Louisville, Kentucky; Hagerstown, Maryland; Atlanta, Georgia; Dallas, Texas; the Dioceses of New York and New Jersey, and the New York State Department of Education.

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treat luncheons with the school board and selected members of the administrative staff. Luncheś are in the cafeterias of various schools. After the meals, students escort small groups of visitors to classes and shops. The informal get-togethers, beginning just before noon, are timed to end promptly at 1:30.

"In the past year and a half," says Wright, "city officials have visited every one of our schools. They have met the school administrators, they have observed the general condition of the schools, and they know our needs."

From time to time, representatives of the press and radio are invited to the luncheons.

Request of the day

First there was the auditorium. Next came the cafetorium. And then, in Lancaster, Calif., a small boy spoke out in class one day:

"Mrs. Reed," he addressed his teacher, "may I please go to the lavatorium?"

Parochial children ruled off Idaho buses

Public school buses in Idaho cannot haul parochial school children even if a charge is made for the service. Moreover, it would take a constitutional amendment to change this state of affairs.

That is the effect of a ruling by Assistant Attorney General Warren Felton.

Felton cited a portion of the state constitution which reads that "neither the legislature nor any county, city, town, township or school district, or any other public corporation, shall ever make any appropriation, or pay from any public fund or moneys whatever, anything in aid of any church or sectarian or religious society, or for any sectarian or religious purpose."

Based on that provision, Felton then ruled that public school buses could be used for the transportation of public school children only.

Can you top this?

Politicians have accused the schools of major and minor foibles, but we don't think schoolmen have ever made a mistake to top this one.

The Colorado legislature had to be called into special session to correct an error. Somehow it had voted to abolish all local school taxes as of June 30th.

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What you can do to up-grade your Physical education program

Any district can have a good physical education program. Here are basic guidelines you can use to check your own—and to improve it, if necessary.

■ ■ ■ When some of America's best jumpers and runners went down to startling defeat in last summer's Olympic games, a great hue and cry went up. Physical education in the United States had failed.

But actually, these defeats had little or nothing to do with physical education. Paradoxically, the concern felt by Americans over the defeat of a chosen few was simply an extension of the real problem.

For too many years, physical education in many secondary schools has consisted of sitting in the stands and rooting for a few musclemen who wear uniforms proclaiming their allegiance to a particular area or body of students.

This system has produced a group of athletes who—a few defeats in the Olympics notwithstanding—are probably the best in the world today. But even had all our Olympic athletes come home winners, it would have said nothing for physical education in our schools.

Physical education has deteriorated in this country over the last three decades, first to a program in which everybody went out and played "games," then to the point where a few people played the games and the rest watched.

First, the ropes, the sawhorses and the parallel bars were replaced with basketball hoops. Then, gymnasiums were, in many instances, made almost the private preserve of the "athletes."

Facilities are there

The problem is not one of facilities. Better than 51% of all schools planned to start construction between October, 1960, and July,

1962,* will include gymnasiums or gym-auditoriums. Eliminating grade schools, many of which will carry out their physical education programs in multi-purpose rooms, the figure climbs to better than 73% (*See box below*).

To some, the answer is very simple: return to the old European tradition of the gymnasia and all of the problems will disappear overnight. Games have no place in any physical culture program. Body building, gymnastics, weights; these are the true means to physical health.

These people naturally find themselves in direct conflict with the "fun and games" approach to physical education. Even more, they do battle with the proponents of an athletic elite performing before the flabby masses.

But are there only two alternatives? Or, as in almost everything else, is there a mid-point between two extremes?

There is a growing group of physical education leaders who do see a middle way. These people doubt that physical education ever could return to a pure program of physical culture. On the other hand, they deplore, in the fun and games approach, the lack of emphasis on physical education itself.

Two outstanding spokesmen for this middle road are Dr. Ruth Evans, director of women's physical education at Springfield College, Springfield, Mass., and Thomas Hines, for 41 years director of physical education for the Brookline, Mass., public schools.

In the following tape-recorded interview, Dr. Evans and Mr. Hines outline their approach to the problems of physical education and suggest a program any district could adopt.

GYM FACILITIES BEING BUILT IN NEW SCHOOLS

District size	Grade		Jr. High		Jr.-Sr. High		Sr. High	
	% with gym	% with gym-aud	% with gym	% with gym-aud	% with gym	% with gym-aud	% with gym	% with gym-aud
1— Over 25,000	33%	13%	58%	8%	75%	25%	14%	0
2— 12,001–25,000	13%	16%	59%	9%	91%	0	57%	10%
3— 6,001–12,000	24%	16%	54%	12%	69%	16%	85%	8%
4— 3,001–6,000	18%	10%	59%	13%	50%	11%	43%	4%
5— 1,201–3,000	2%	13%	53%	15%	88%	0	77%	6%
6— 601–1,200	19%	13%	62%	7%	69%	11%	66%	18%
7— 300–600	12%	12%	65%	13%	54%	21%	68%	13%

* *These figures were compiled by the School Construction Reporting Services of School Management Magazines, Inc. between March, 1960 and April, 1961.*

Questions this article answers

What are the goals of a good physical education program?

How important are gymnastics?

What kind of space and equipment do you need?

Who should teach physical education?

What is the role of interscholastic athletics?

Is "playing games" enough?

How can you evaluate your physical education program?

How much time should be devoted to physical education?

How dangerous is physical education for girls?

text continued ▶

Ruth Evans

Tom Hines

Q ***If a high school has winning football and basketball teams, can it assume that it has a good physical education program?***

EVANS: No. It's wonderful to have winning inter-scholastic teams, but this is hardly a measure of a whole program. There are three levels in a good physical education program, and inter-scholastic competition is only one—perhaps the least important. The first level is the class program of physical education in which all students should be required to participate. The second level, not quite so broad, is the intra-mural program in which anyone who wishes to may participate. The third and highest level is that part of the program for which a person must qualify.

HINES: That's absolutely right. One must build on the other. In the base program, you learn certain skills. In the next level, you learn to use them. Then, if you can use them well enough, you move to the next level. Understand, we don't oppose games and competition as part of physical education. They are an important part—but only a part. They should never be allowed to become the whole thing.

Q. Could a school with unsuccessful athletic teams have a good physical education program?

EVANS: Yes. One is no measure of the other. There are schools that put no emphasis on inter-school sports, so they don't do well at them. But, generally speaking, a really good physical education program will almost invariably result in better teams, because the number of trained students from which the teams will be chosen is so much greater.

HINES: The athletic program is an outlet for a good physical education program. We can almost determine the success of our football team as a result of measurements in physical education classes. If we can get boys with a high level of physical fitness, the athletic teams profit by it. And this fitness must start a lot earlier than the 10th grade. It must come up from the elementary schools.

Q ***What should be the goal of a good elementary school physical education program?***

EVANS: To provide for all children a daily experience in instruction and participation in basic skills—running, walking, climbing, jumping, throwing, dodging, catching. This program should include elementary gymnastics, tumbling, use of apparatus and rhythmic calisthenics. I believe the daily period should be a minimum of 30 minutes at this level.

Q. At the elementary level, is there any difference between physical education activities for boys and girls?

EVANS: Not in the elementary school. With about two exceptions, everything should be done on a co-educational basis. I think any of the baseball type of games should be taught separately to boys and girls, because the speed with which girls react to fielding is quite different from boys. Also I think that tumbling and apparatus in the fifth and sixth grades should not be taught in separate classes but the squads within the classes could very well be either boys or girls—again because of the speed with which either boys or girls learn certain things.

HINES: I don't think anyone can dispute that theory. In Brookline we have trained physical education teachers for both boys and girls so that we can separate them in most of our schools starting

to try their hands at a wide variety of activities."

EVANS

with fifth grade, or bring them together if we wish to.

Q. What facilities are needed to carry out a good elementary school physical education program? Is a basketball court a must?

HINES: You need a complete gymnasium with apparatus, mats, and basketball hoops for teaching the skill of shooting a basket.

Q. Would an outdoor area be sufficient for an elementary school program?

EVANS: Not in New England. But an outdoor area is important for a complete program. I like two kinds of surface outdoors: grass for certain activities, even though it is not very serviceable; and one hard surface area with painted lines for courts and circles and that sort of thing. Then I would like certain fixed apparatus outdoors—horizontal ladder, jungle gym, some balance beams. And portable equipment for little children—packing boxes and boards and nail kegs and sawhorses—that they can move around to construct their own units of apparatus.

Q What is the importance of good equipment? If there are two sets of swings, is there any reason not to buy the cheaper?

HINES: I think the best is always the least expensive. You get what you pay for, and it should be the best of equipment because you're dealing with the most precious thing in the world—boys and girls.

Q. What kind of an instructor do you need for an elementary school program?

HINES: I think it takes a combination of the classroom teacher and a professional instructor.

EVANS: I would like to have the classroom teacher basically responsible for everything in the program. But from the third grade on, I would want that classroom teacher to work in cooperation with a special teacher of physical education. The special teacher should visit each class two or three times a week. On the other days, the classroom teacher can supplement what the specialist has done.

HINES: Few school districts can afford to have trained physical instructors for both boys and girls from kindergarten to the eighth grade. Even if they could, the physical instructor could not take all of the classes every day. A teacher of the grades must supplement the program and be supervised in proper techniques.

Q. Can a woman handle physical education in an elementary school?

HINES: In Brookline, a woman handles the boys and girls up to and including the fourth grade. Then we make a split and a man handles the boys from there on.

Q Suppose we move to junior high school—the seventh, eighth, and ninth grades. What would be the goals of a physical education program at this level?

EVANS: I think there are several goals. First of all, as young people approach adolescence, it's quite desirable to stress motivation—the development of wholesome interests. We need a horizontal kind of program where they may try their hands at a wide variety of activities. We should offer all the team sports, all the individual sports, social activities like square dancing, gymnastics in all its phases, tumbling, calisthenics. But

I think at this point we separate boys and girls so that we may develop girls' interests for girls and boys' for boys.

HINES: The indoor activities should be based on a co-educational experience. A good program in physical education will recognize that and take advantage of that during the school day. And then after school, during the spring and fall, when we can get out of doors, there is a division between the boys and girls and their activities. We tried at one time to have co-educational softball but we found that the girls suffered as a result.

Offer the girls beauty...

Q. Does this mean that you drop softball for girls at this level?

HINES: No, they play by themselves. They could have more fun playing with girls of their own ability rather than with boys who are much better.

EVANS: I think another aim of this program is to carry on the development of basic skills. By the time a boy or girl has completed the eighth or ninth grade, I want him or her to be able to run well, to be able to climb, to be able to jump, to be able to respond to music. At this point, I believe we should individualize things and not have the same run-of-the-mill program for every boy or every girl.

Q. What do you mean by individualize?

HINES: That's about the time we start to measure boys and girls. We guide them into activities depending upon their ability to participate in them. At that particular time in a child's life, you can direct him into activities. If you wait until he gets into the 10th grade, you have a very difficult time.

Q. When you say measure them, what measuring device do you use at the junior high school level?

HINES: We use the Physical Fitness Index test.

Q. What does that measure?

HINES: Strength.

Q. Is this a test that is generally available to schools?

HINES: It was until they made the price of the equipment prohibitive. Now the American Association for Health, Physical Education and Recreation has created a test. With a few modifications as it goes along, it will be ideal for all children.

Q What kind of equipment or facilities do you need in the junior high school?

EVANS: A gymnasium for boys and a gymnasium for girls so that neither group has to wait while the other is using the facilities. If it is more economical, build one gymnasium that can be divided into two. I would not quarrel with that. On the junior high school level, I am more concerned with gymnasium space and equipment for participation than with audience accommodation. I am not at all anxious to attract large crowds to contests. Outdoors I want a field and courts for team sports and individual sports like tennis.

Q. How about a swimming pool? Is it a luxury at the junior high school level?

EVANS: I think not. I think it's fundamental there.

Q. How much time should be devoted to physical education at this level?

EVANS: An hour a day. By the time boys and girls change their clothes, get to the gym and get organized and take time off the other end for showering and dressing, we need a unit of an hour.

Q. Mr. Hines, would you agree that at the junior high school level you need an hour a day for physical education?

HINES: I don't think that would be too long. A lot of boys and girls dislike rushing. You have to give the girls, particularly those who spend a little time beautifying themselves in the morning, time to fix their hair and re-beautify themselves so they look attractive and feel good for the rest of the day.

...the boys strength

Q. Are you able to get an hour a day in Brookline?

HINES: No. We get 45 minutes overall. If we had that extra 15 minutes, it would be much better.

EVANS: I think the problem is that the traditional secondary school is based on a 45-minute period for everything. Unless this were revised, it might be quite difficult in many school districts to get 60 minutes.

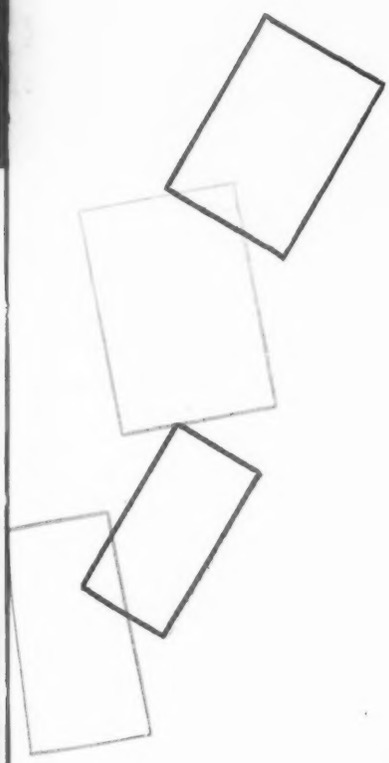
Q. At the junior high level, what are the necessary qualifications for a physical education instructor?

HINES: I know what we demand of them in Brookline. An instructor must be a graduate of a school of physical education.

text continued on page 64

How to get taxpayers to read your annual report

An annual report can add vigor to your public relations program—if you can get it read. Here's how one district cultivates reader interest by varying the report's content and format from year to year.



How much money does your district invest in its annual report? $50? $500?

You could spent $5,000. But no matter how much money you spend, or how much time, it's all wasted unless the taxpayers read what is produced. And, unless the community reads your report, you're wasting a valuable public relations tool.

Given half a chance, the average citizen would read a report with relish. He knows the schools belong to him and he would be interested in a "report to the stockholders."

The trick is to make the annual report "readable," not only once, but year after year.

Schoolmen in Pinellas County, Fla., have found how to do this. One method of capturing reader interest is by varying the format. Usually the report is in pamphlet form, but on some occasions the district publishes it as a Sunday supplement in the local newspapers.

Another method is by varying the content of the report, rather than presenting the same basic information each year.

The results of this district's efforts are evident. According to Assistant Superintendent Paul D. Bauder, "Our annual reports have become more than public relations tools. They're actually selling education to our community, and the people are buying."

The content

All of the Pinellas County reports are a far cry from the dry financial statements that too many reports have come to be. School expenditures and income are explained separately in a six-page condensation of the district's budget. The only references to finances in the annual report are two simple pie-charts—one for income, the other for expenditures—with a paragraph or two of text. On some occasions finances have been omitted entirely.

"For example," says Bauder, "in keeping with our policy of varying the content of the report, here's what we did three years ago. The community had recently passed two two-mill levies. We published an annual report which explained how the newly appropriated funds were being spent, build-

ing by building. We covered the facilities, sites, equipment,—everything that that particular millage was providing. There was nothing else included, not even an end-of-year financial statement.

"Similarly, our 1960 annual report was devoted wholly to telling the community about our developmental reading programs, from elementary school readiness through clinical instruction for the handicapped, testing, libraries, etc."

The day-to-day operations of schools are not ignored. "On alternate years we publish what would be considered the usual annual report," says Bauder. "This includes general statements on every aspect of the district's schools."

The format

But even the general annual reports are subject to variation, he says. "In order to keep them from becoming too routine, and to stimulate reader interest, we have published them twice as Sunday supplements to local newspapers. The style of writing is different, the method of presentation is different, and we get good readership because the newspapers get into nearly every home in the district."

Bauder says his district would like to present annual reports in the newspapers more often, but they are printed by the papers at no cost to the district, "and there's a limit to what we can expect in the way of public service from a business organization.

"There are other ways to produce an annual report, of course," he says. "A report could even be mimeographed. We never do this, though, because a mimeographed annual report looks too much like throw-away advertising.

"When we can't get newspapers to publish our reports, we find it best to print a booklet ourselves in our own vocational shops. We follow this procedure with both general and specialized annual reports. This is not expensive, we save tax dollars by not having a commercial press do it for us, we give our students some practical training in printing, and the report itself is highly presentable."

When?

Pinellas County, which includes the cities of Clearwater and St. Petersburg, plans its annual report for the end of the calendar year. "Our staff has time to work on it in the fall, and our shop has time to print it then, too," Bauder explains. "However, there's no reason why the publication date couldn't vary from district to district. I think it should be planned as a matter of convenience as much as anything else.

"If a newpaper is publishing ours, we must meet the production schedule of the paper. When doing our own, we get started in September or October and plan to distribute it in December or January."

How to get started

One of the most important aspects of preparing a report, emphasizes Bauder, is selecting an "editor" to gather material and oversee the operation. In Pinellas County, the editor is selected from among the supervisors and assistant superintendents. This person, speaking for the superintendent, is familiar with district policy. Furthermore, he is senior to his "editorial staff"—those department heads, curriculum coordinators, supervisors, consultants, etc.—who do most of the actual writing.

On the basis of his experience, Bauder suggests that the job of editor be assigned as an extracurricular activity, but that the person be given enough time and freedom to prepare the report properly.

After he's been selected, the editor makes assignments and sets deadlines. Unless a specialized report is being prepared, everything about the schools is mentioned briefly. The Pinellas County report covers transportation, cafeteria services, summer school, vocational education, etc. "Assuming a page is to be devoted to student counseling," explains Bauder, "the editor asks the guidance director to prepare several paragraphs of material and gather some appropriate photos. The editor gives guidance on what he expects.

"In the text which we hold to a minimum, the educational terms are eliminated in favor of simple language. As good as our report may be, unless people can read it easily, it's of no value to us."

After the material has been gathered and edited to reflect district policy, the editor arranges the editorial matter and photos in sequence. The first page of the report is the superintendent's "message," in which he outlines the events or trends of the past year and gives an outlook of the year to come. In Pinellas County, this is followed by pages, or parts of pages, devoted to the other subjects. The last page contains some brief financial information, pie-charts or simple graphs. "Some taxpayers will hunt through the whole annual report to find this," says Bauder.

"One thing we keep in mind is that the editor should not make an attempt to glorify any particular department. The superintendent may remind him, and he reminds his writers, that this is a factual report of the district as a whole. In effect, our report says to the public, 'This is your school system; we think it's a good one; here's why.' "

Some tips on graphics

Visually, as well as editorially, the annual report should be attractive. Bauder points out that reader interest cannot be taken for granted. "We found that the best method of presentation is just a paragraph or two of text and lots of photos and charts. We let the illustrative matter speak for itself. Incidentally, we get along quite well without professional photographs. Photos by the faculty and students do the job nicely.

"The report is not so long that it scares the reader away. Twenty pages is our average length. The cover is made appealing with a photo or sketch and, once inside, a reader is not confronted with page

after page of statistics or solid type. That's difficult reading."

Effective distribution

"When the report comes off the presses, it has to be placed in the proper hands if you expect it to work for you," says Bauder. Maximum effectiveness is achieved in Pinellas County through distribution in the following manner:

1. Several copies are delivered personally to newspapers, radio and television stations, and publishers of local periodicals. Not only does the report gain valuable publicity, but it's an occasion to meet media representatives who assist the schools on other occasions.

2. School and public libraries have reference copies available. Copies are given to "thought leaders" in the district—municipal officials, civic clubs, chambers of commerce, clergymen, PTA leaders, and laymen serving on advisory committees. School personnel take extra copies along when they make public appearances.

3. Large business organizations in the district are given copies, and persons or companies servicing the schools get them, too. This includes the insurance advisor, the accountant and distributors.

4. And, of course, the administrative staff, teachers and other key employees are remembered.

Pinellas County does not give reports to students to carry home to parents. "Too many never reach their destination," says Bauder. "We make sure each school has lots of copies to give to visiting parents and we distribute extra copies through the PTA."

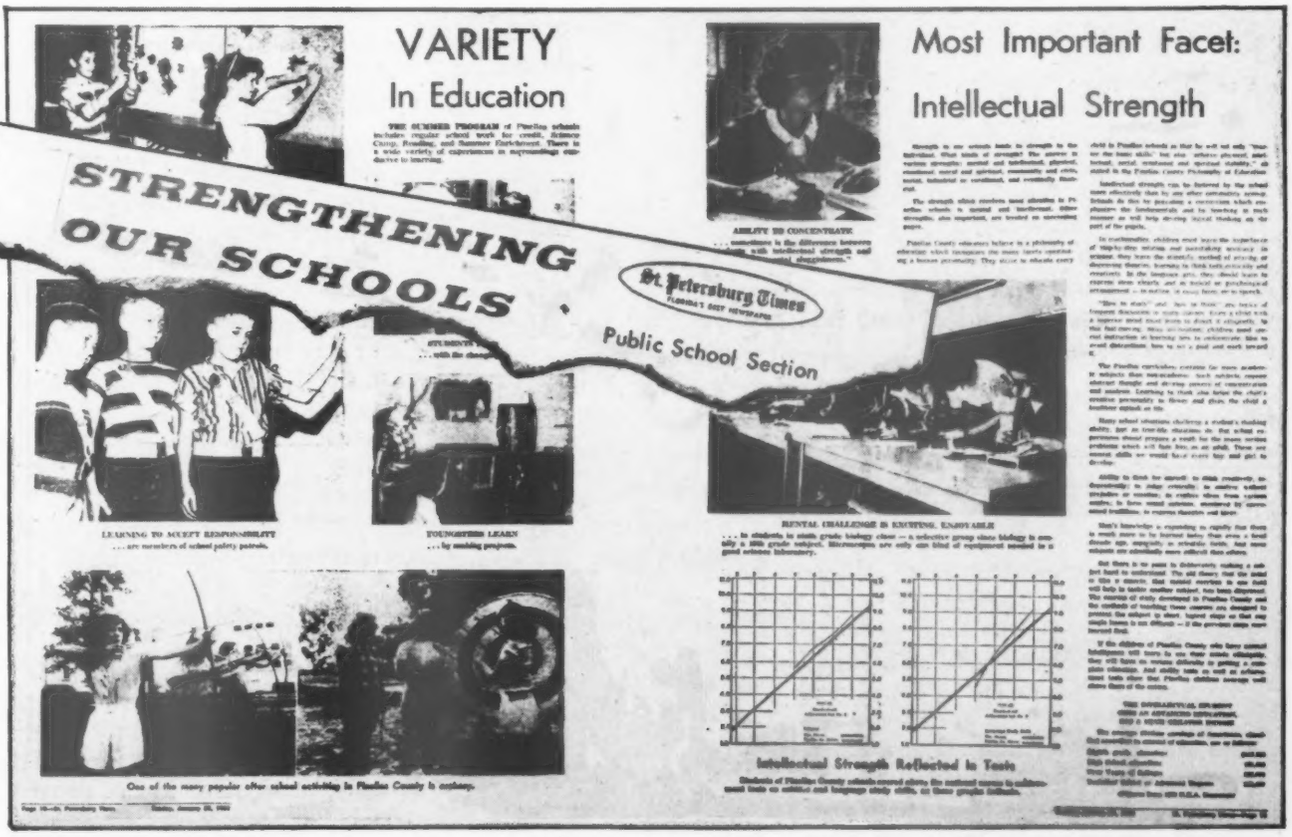
How about cost?

Pinellas County budgets and spends about $1,000 a year on its annual report. This includes reimbursement for photo supplies, engravings, printing materials, etc. "Our district feels that the expense to put the report on good quality paper with good reproduction and visual appeal is a sound investment," says Bauder.

"Expenses can be reduced, of course, by mimeographing. A mimeographed report is better than nothing at all. You don't really need an elaborate presentation to do an effective job. The most important thing is to make it interesting, appealing and understandable.

"Without these considerations, the annual report will probably be a waste of time and money.

"Never let the reader get the impression that he's seen the same information before or, worse, let him drop the report in his waste basket because he can't understand it. That's poison to good public relations." **End**



Pinellas County's 1961 annual report was a supplement in a Sunday edition of the "St. Petersburg Times."

There are two ways to pay a teacher—lock-step and merit. Neither has been wholly satisfactory. Here's a new approach to salary administration which takes the best of both and could lead to

A BREAK-THROUGH IN TEACHER PAY

■ ■ ■ Teacher salaries are a problem. Whether your district uses the standard "lock-step" schedule or is experimenting with merit pay, chances are you face opposition from both your teachers and your taxpayers.

One alternative has been suggested by Dr. N. L. Engelhardt, Jr., partner in the consulting firm of Engelhardt, Engelhardt and Leggett, in a report to the Greenwich, Conn., public schools. This report constitutes a fresh approach to the problems of lock-step and merit.

Lock-step salaries

In any district paying lock-step salaries, all teachers with similar education and experience are given the same pay. Usually, they are given automatic annual raises. No attempt is made to recognize or reward the difference between a good and a poor teacher. Really superior teachers can obtain higher pay only by leaving what they do best and going into administration—at which they may not be particularly adept. As a result, it's difficult to recruit and retain superior teachers.

Poor teachers have no incentive to do better, and the district has no way of chastising their weak—though possibly adequate—efforts.

Merit pay

Merit pay is an attempt to overcome some of these problems. But in its eight-year educational history, merit pay has not proven itself to teachers, administrators and many board members. More-

over, it has failed to raise teacher salaries to a level equal to that of other professionals in the community.

Merit has made many enemies, too. Since it is dependent upon subjective judgment of individual ability, it has been accused of breeding malcontent between teachers and administrators. Many districts find that merit pay's evaluation instruments are like wedges driven between good friends.

A fresh approach

Dr. Engelhardt proposes a Professional Payment Plan, based on the concept that career teachers are professionals and deserve professional salaries.

An essential element of the plan is what he calls "professional growth and development." Every teacher participates in an in-service training program oriented to meet the professional needs *of the district*, not individual ambitions. This "training" includes such items as up-dating curriculums, visitation, research, revision of courses and individual study of value to the district.

At the heart of the growth and development training is an organization within the school system which is designed to insure professional growth. "There is a full-time director of growth and development," Engelhardt says. "His staff consists of coordinators of growth and development—one or more teachers representing each school. These coordinators, the liaison between faculty and administration, are superior teachers selected by the district and rewarded with a stipend. They are appointed for three-year periods, subject to renewal."

This organization establishes standards for hiring teachers, sets up personnel policies, develops a system of evaluation, and creates an in-service training curriculum and a work schedule for teachers.

All teachers are expected to work at their jobs, as full-time professionals, 12 months a year and as many hours a day as it takes to get the job done. Work outside the classroom, such as coaching, directing clubs, and participating in the growth and development program, is part of a

OTHER ATTEMPTS TO BREAK THE "LOCK-STEP."

Many attempts have been made to get away from the standard lock-step salary schedule. Three variations, one of which includes merit pay, are presented below. Perhaps your district has developed its own answer to the problem. If so, why not send a description of your plan to School Management, so that it might be shared by other districts across the nation? Just address it to "Teacher pay plans," c/o School Management magazine, 22 W. Putnam Ave., Greenwich, Conn.

Index-ratio

■ Schoolmen in **Sioux Falls, S.D.,** have no merit pay program, nor do they have anything resembling it. They have just implemented a salary schedule based on an index-ratio which, they say, makes merit pay unnecessary. College preparation and practical experience are the foundations of the schedule. For example, a beginning teacher with a Bachelor's degree has an index of 1.00. With one year of experience, his index goes up to 1.05, and his salary is increased accordingly. A teacher with a Master's and no experience starts at 1.10. Salaries range from $4,200 for a beginning teacher to $7,560 for an M.A. plus 30 credit hours and 13 years experience (1.80 on the point scale).

Incentive compensation

■ In **Carle Place, N. Y.,** any teacher who wishes may apply for "incentive compensation." He merely submits an application accompanied by 1) a self-evaluation, 2) a report of his teaching progress, 3) 300 words in support of his application, and 4) a request for evaluation by his choice of fellow teachers sitting on an evaluation committee. A teacher may also be nominated for incentive compensation by the administrative staff. Once nominated, he is evaluated against criteria developed by the district. After merit pay has been awarded, it is continued as long as the teacher stays above a minimum score on the evaluative index.

Extended service contracts

■ In the College Community School District #2, **Cedar Rapids, Iowa,** outstanding teachers are rewarded with "extended service contracts." During summer months, they review and select textbooks, plan and revise courses, and carry out other jobs for the district. They are paid on a daily basis in direct proportion to their pay during the nine-month school year. Some teachers serve for longer periods than others. Teachers do not apply for the extended service contracts, but are offered them in lieu of the usual 190-day contracts. Persons who don't have time during the summer can still accept if the nature of the work permits it to be done weekends and evenings during the school year.

GREENWICH SALARY SCHEDULE AS ADOPTED FOR 1961-62

Step	B.A.	M.A.	M.A. plus 1 yr.	Ph.D.
1	$4,950 (30)*	$5,350 (3)	—	—
2	5,200 (14)	5,600 (5)	—	—
3	5,450 (21)	5,850	—	—
4	5,950 (19)	6,350 (7)	$6,600 (0)	$6,850 (0)
5	6,200 (24)	6,600 (13)	6,850 (2)	7,100 (0)
6	6,450 (15)	6,850 (12)	7,100 (3)	7,350 (0)
7	6,700 (11)	7,100 (8)	7,600 (0)	7,850 (0)
8	6,950 (15)	7,350 (12)	7,850 (1)	8,100 (0)
9	7,200 (13)	7,600 (15)	8,100 (2)	8,350 (0)
10	7,450 (7)	7,850 (16)	8,350 (4)	8,600 (0)
11	7,700 (10)	8,100 (12)	8,600 (6)	8,850 (0)
12	7,950 (6)	8,350 (8)	8,850 (6)	9,350 (0)
13	8,200 (35)	8,600 (9)	9,100 (16)	9,600 (0)
14	8,450 (23)	8,850 (25)	9,350 (6)	9,850 (3)
15		9,100 (13)	9,600 (36)	10,100 (1)
16				10,350 (2)

ENGELHARDT RECOMMENDATIONS BASED ON CURRENT SALARIES

Professional Payment Plan	Increments
$5,350 (33)	$ 250
5,600 (19)	250
5,850 (24)	600
6,450 (27)	600
7,050 (38)	800
7,850 (30)	800
8,650 (88)**	800
9,850 (28)	1,200
11,050 (18)	1,200
12,250 (187)	

This schedule is for demonstration only and does not reflect actual pay scales.

* Figures in parentheses represent number of teachers at each salary level.
** Maximum, Bachelor's Degree.

Professional Payment Plan salary differentials for professional staff members with administrative duties

Coordinator of growth and development	$1,500	Supervisor	2,500
Department chairman	1,500	Elementary school principal	3,500
Director of growth & development	2,500	Junior high school principal	3,500
Assistant principal	2,500	High school principal	4,000

teacher's regular job within the concept of full-time employment.

This, Engelhardt points out, is the same basis on which other salaried professional people work. To make this feasible, however, the district must pay salaries equal to that of other professionals in the area—salaries that make it possible for teachers to forego outside employment, and to live comfortably in an area of their choosing. (*See chart for comparison of current Greenwich salaries and Dr. Engelhardt's salary proposals. Dr. Engelhardt explains that his recommended salary schedule is not "hard and fast," but can be modified for any district according to that district's relative financial position.*)

"The salary schedule," says Dr. Engelhardt, "raises the teacher's standard of living to a level equal to that of other professionals in the community. This is fundamental to developing any good salary schedule, but particularly so in this one. The faculty must accept the idea of each teacher participating in the whole school program, including professional activities outside the classroom. The teachers are given full pay for a full load."

How is teaching load defined? "It's difficult," he says, "but the most objective measure of teaching load is the amount of time a teacher devotes to his work, not the number of classes nor the subject he teaches. So, within his working hours, the administration specifies the kind of work he is to do. When necessary, the high-salaried teacher is asked to participate in evening and weekend activities as part of his normal responsibilities, with no additional pay.

"In other words, I submit that career teachers find it essential and desirable to apply their full time to their professional work. In return, they should enjoy a high standard of living, at least equal to that of other professionals."

The salary scale

As a teacher contributes to the growth and development process, he moves up on the salary scale. The scale assumes that he is making a continuous contribution, because it grants him automatic increments annually.

There are, however, what Dr. Engelhardt calls "built-in safeguards." Conversely, these same safeguards are incentives:

1. During the first years of employment, the increments are

small—$250. Most teachers who leave the schools do so within the first three years. This schedule encourages teachers to remain. The longer a teacher stays, the larger his annual increments. After three years, $600 a year. After five, $800. After eight, $1,200.

2. A teacher who fails to acquire his Master's degree within six years cannot advance past a check-point on the salary schedule. The recommended top salary for a teacher without a Master's degree in Greenwich is $8,650.

3. Dr. Engelhardt also recommends that the administration reserve the right to "place a teacher on part-time employment if his contribution to the growth process is not significant." The teacher's salary would be reduced.

"This is where so many merit plans fail," he says. "Merit does raise salaries, but only salaries of *selected* teachers. How about the others? Under this plan, the salary of every career teacher is raised. The 'non-professional' teacher loses pay.

"In summary, the proposition is that all teachers should have a satisfactory level of pay—a high minimum wage. If a teacher prefers not to work the full-time program, he can be given that privilege and his salary reduced."

Dr. Engelhardt says the schedule he recommends for Greenwich recognizes that it takes 10 years for a teacher to develop maximum competence in the classroom. After 10 years, if he has acquired his Master's, he gets to the top of the scale ($12,250 in this proposal).

"Experience does not guarantee a good teacher. It has spelled stagnation in many cases. Why should a teacher with 20 years of experience be paid more than a teacher with 10 years of experience? The latter may be more aware of current developments.

"All career teachers should reach a high level of productive ability in 10 years," he explains. "Why not give top salaries then, rather than waiting four or five more years—the usual practice?"

The move to administration

Within the structure of the Professional Payment Plan, a teacher's duties include every activity of the school system—participating in seminars, belonging to professional organizations, planning and developing class exhibits, etc. He is highly paid, to keep him in the school and in the classroom.

"After the 10th year, there is still opportunity for the teacher to earn a higher income—a supermaximum. If he is deserving, he may be selected for a semi-administrative position within the growth and development program. This entitles him to a stipend. But, and this is important, it does not necessarily remove the good teacher from the classroom."

But suppose a teacher is selected to take a more responsible job, such as supervisor, department head or principal? Again, he would receive a stipend in recognition of his administrative talents and responsibilities, but would remain on the teacher salary schedule.

As an example, a teacher on the eighth step of the salary schedule earns $9,850 a year. At the end of the year he gets an increment of $1,200, which brings his base salary to $11,050. Then he is promoted to assistant principal with an added stipend of $2,500.

"The district is obligated to develop and train teachers with administrative talent. Those who show promise must be encouraged. Their development cannot be left to individual determination or chance," says Dr. Engelhardt. He recommends that Greenwich establish a definite procedure to insure that it has "a reservoir of talent to draw upon for all of its administrative posts." The classrooms would thus become a training ground and holding area for potential administrators.

Evaluation

Unlike merit pay, evaluation under the Professional Payment Plan is important only for training purposes. "Through evaluation," Engelhardt says, "an effective growth program can be easily developed. Evaluation would indicate strengths and weaknesses within schools, teams of teachers, and individuals. From evaluative reports would come suggestions for an in-service training curriculum."

The plan calls for evaluation by the director and coordinators of growth and development. Teachers themselves can also make appraisals (actually suggestions) through the coordinators in their respective schools.

Continuous scrutiny

"The whole growth and development program is under continuous scrutiny," he explains. "It is evaluated against specific goals of the district. These goals, themselves subject to continuous review, are developed by the staff in cooperation with the school board, administration and community.

"For instance, suppose one goal is to develop an understanding of eastern civilization for all students. This would be outlined into a teaching pattern for all grades, and the necessities for teaching the courses would be developed. Teacher training would also be developed. All of this is accomplished by the growth and development staff and the teachers themselves.

"Then, after a trial period, the results of these efforts are evaluated against the goal. Changes would be made, gaps closed. This is growth and development, not solely for the people involved but for the district—and it's the result of evaluation.

"In no respect, therefore, does evaluation have anything to do with personnel records and merit pay."

No panacea

Dr. Engelhardt does not pretend that his Professional Payment Plan is a panacea for the ills of teachers' salaries. The plan does not solve every problem, nor does it answer every question. One major problem area: How can the district judge whether a high-salaried teacher is making a significant contribution to system-wide growth and development? What is a "significant contribution"?

The plan is now being considered by the administration, board and teachers of Greenwich. It may be accepted as is, revised, or even rejected altogether. But, whatever the outcome, there can be no question that it is a major attempt to break out of the stereotyped thinking that now marks teacher pay plans. **End**

In Fredonia, N. Y., schoolmen put a lot of information on the cumulative record folder itself. Only essential documents are retained inside the file. Result: Less shuffling of papers, faster answers to questions.

an easy way to maintain student records

Name Sex M. F. Address Tel. No.

Birthdate Birthplace Date of Initial Entry Date of Withdrawal or Graduation

Father's Name Birth Year Birthplace Education Occupation Address - Tel.

Mother's Name Birth Year Birthplace Education Occupation Address - Tel.

Siblings	Sex	Birthyear	Siblings	Sex	Birthyear	Siblings	Sex	Birthyear

Contents of Folder (Check information entered in or on folder)

		Kdg	1	2	3	4	5	6	7	8	9	10
Material Entered on Folder	Attendance and Health Record											
	Results of Mental Ability (I.Q.) Tests				✓							
	Results of Standardized Achiev. Tests											
	Results of Aptitude, Interest Tests											
	Membership in School Organizations Special Interests, Abilities, Accomplishments											
	Education and/or Vocational Plans											
	Personal Characteristics											
Material in Folder	Home Reports Parent Interview Reports							✓				
	Anectodal Behavior Records Samples of Significant Creative Work (with teacher comment)											
	Student Questionnaires Profiles of Standardized Tests											
	Other (Specify)											

■ ■ ■ Remember the last time you conferred with a parent? You looked through the child's cumulative record for his score on an aptitude test. ("I know it's here somewhere!") While going through the folder, you may have been tempted to discard a multitude of papers into the waste can. Some documents were insignificant, some were useless, some, perhaps, browned with age.

But *everything* had been saved —and without taking a lot of time, it would have been impossible to separate the vital material from the chaff.

In Fredonia, N.Y., schoolmen have a solution to the problem. They haven't installed data processing, and they haven't done away with cumulative records. They've simply reduced the number of papers usually found in a student's file.

The key: Instead of using a folder with just a child's name on it, space is made available on its four sides to record vital information.

Only essential documents and records remain inside. In most cases, the retained data is summarized by a clerk or guidance counselor and written on the Manila folder itself.

Result: Many folders don't even have to be removed from the file cabinet in order to obtain the desired information. Sometimes folders have less *in* them than *on* them.

This idea was developed by John F. Ohles, assistant professor at the New York State University College of Education, who headed a faculty committee at the Fredonia Campus School to study "the paper problem." In order to be effective, said this committee, cumulative records must meet basic requirements. They should:

1. Be simple in form and easy to use.

2. Serve both elementary and junior high levels (for this particular school) and serve as permanent records for transfer students.

3. Include only essential information—background, academic history, social and health notes, and other basic data, some of which might be confidential.

Quick reference

To accomplish this, the committee developed a folder that provides prepared space for recording test scores, final grades, IQ's and other data (*see illustration*). Also included is an index of what can be found inside. The folder was printed locally at low cost.

The front cover of each folder is printed horizontally, so that it can be read without entirely removing it from the file cabinet. The top half of the front is devoted to information about the student and parents. This information, filled in by clerks, is taken from mimeographed forms sent to the parents. The bottom half of the front cover is a checklist of the folder's contents. It indexes the information written *on* the folder, and the papers *in* it, grade by grade. Every time information is added, it's noted on the index.

The back of the folder has spaces where the pupil's teacher may note personal characteristics at the end of the school year. There are also columns where guidance counselors can list the child's extracurricular activities for each grade, as well as his educational or vocational plans.

All confidential information is found inside of the folder. Columns are printed for recording standardized test results—mental ability, achievement, and diagnostic and aptitude tests. "When a guidance counselor makes an entry," says Ohles, "he also indicates in one column whether or not the test profiles have been filed within the folder."

Health information, entered by the school nurse, and attendance information, entered by clerks, are also written directly on the inside of the folder. The health information is brief, indicating only deviations from the norm. "Recording 'normal' data on each child is a senseless waste of time," says Ohles, "and under the old method, any abnormalities would have been lost in a sea of ink. Since we want to keep the contents of the files at a minimum, we tell anyone who wants complete health information to contact the school nurse, who keeps her own records anyway."

Most papers destroyed

School personnel practice economy in placing papers in the folders. Most original test materials are destroyed. Occasionally, profile and cover sheets of standardized tests are retained, along with photographs, and temporary guidance information. As a rule of thumb, if a result is all that is significant, it is recorded on the file and the source is destroyed. If the method of obtaining the result is important, the source is retained in the folder. At the same time, the result is recorded and a note is made to indicate that the source material may be found inside. These items are weeded out as soon as they lose significance, or at the end of the school year, by clerks and guidance personnel. At the end of the student's fourth and seventh years, there is a thorough culling of nonessential documents. When material is removed, the change is noted on the folder's checklist of contents.

"The folders have been in use only a short time," says Ohles, "but there's already been an improvement in managing the files. Not only has there been a savings in time, but since the folders are less bulky, there's a savings in space, too. The very least that's been accomplished is eliminating some of the paper-shuffling." **End**

If information has been summarized and written on the cumulative record folder, or if essential documents have been placed inside, this is noted (checkmarks) on the front. Contents are indexed grade by grade.

A TIP FOR SCHOOLS:

How the Army teaches

Any school can have a topnotch foreign language program if it follows six keys to success. They are outlined by the head of the most successful language school in the United States.

■ ■ ■ The most successful foreign language teaching in the United States is being carried out at the Army Language School in Monterey, Calif. In the past 20 years, the school has turned out thousands of students versed in such disparate languages as French, Russian, Thai, Mandarin and Persian.

And the methods the ALS uses can be applied in any school district in the United States.

The ALS program has been successful because of its willingness to break away from traditional—and essentially unsuccessful—ways of teaching. Faced with the need to quickly train a large number of students, the Army discarded outmoded textbooks, adopted a speaking-hearing approach, brought in expert teachers and made use of any and all available tools.

Admittedly, the Army Language School does not have to face certain problems with which the public schools must deal every day. Its students are unusually mature, dedicated men. They work on the language six hours a day and study no other subject. Nevertheless, the methods used by the Army could be used anywhere.

Colonel James Lawton Collins, Jr., commandant of the ALS, identifies six keys to successful foreign language instruction:

1. Get the right teachers. Knowledge of the language must be brought to the job. Techniques of teaching can be learned in a few months.

2. Talk, don't read. Communication, not scholarly dissertations, should be the goal of a foreign language program. Few Americans learn to read English before they speak it. Why expect them to read a foreign language first, speak it second?

3. Ne parlez pas anglais en classe! Use the language being taught as much as possible. Students should learn to think in it.

4. Make extensive use of visual aids and machines—but don't rely on them exclusively. Language labs and the like can be a tremendous teaching tool, if used properly. If they're used incorrectly, they can do more harm than good.

5. Foreign languages cannot be taught in a vacuum. Take time to teach about the culture and the people speaking the language.

6. The smaller the class, the more effective the teaching. Language labs can be helpful in cutting down the number of students working with a teacher at any single moment. If a student sticks to a single language, the more likely he is to learn it.

In the following tape-recorded interview, Colonel Collins explains in detail how the Army Language School operates, examines its teachers, its tools and its curriculum, and draws lessons the secondary schools could well afford to learn.

foreign languages

Q
A

Q. Colonel Collins, is there any reason why high schools should teach foreign languages? Aren't most programs a waste of time?

A. There is no reason why a high school language program should be a waste of time. Any high school can adopt modern methods of language teaching and make its language program an effective one.

Q. When you say "an effective one," just what do you mean?

A. The object of the courses given here at the Army Language School—and the object of any foreign language program—should be to graduate students who can *use* the language. We want our graduates to be able to go to a foreign country and talk with the people. We want them to be able to ask questions, to read newspapers, to carry on a conversation. If they can do that, then our language program is an effective one.

Q. Then being able to read a novel or a poem in a foreign language is not the objective of your language program?

A. It is not our primary, or even our secondary, objective but

Latest language trends

Current events have a profound effect on the popularity of foreign languages in the United States. For instance, German was the most popular language studied before World War I. French took over until World War II.

Since then, Spanish has been king, followed by French and German. Russian has now leaped into fourth place ahead of Italian, according to the Modern Language Association.

Sixty percent of our public high schools today offer at least one modern foreign language, with 1½ million students enrolled—an increase of 759,000 in 10 years.

Approximately 120,000 students are learning a foreign language in the junior high schools, and another million boys and girls are getting early language training in our elementary schools. But the overall number still represents less than 9% of the total public school population.

most of our students find that they are able to accomplish that if they wish to.

Q. What is your method?

A. We teach languages here as a means of communication, not as an intellectual exercise. We are interested in making communicators—people who can talk to one another and pass on ideas. So as a result we stress speaking and understanding.

Q. Do you teach grammar?

A. We teach only so much grammar as is necessary to enable the student to understand the mechanics of the language. In some languages there are rare tenses of the verb that are not ordinarily used in conversation or even newspapers, but you would find them in literature or some highly literate books. We point out that they exist so that if a student runs across one, he'll have an idea of what it's all about and know where to look it up.

Q. How much time do you spend teaching vocabulary?

A. If by vocabulary you mean memorizing word lists, we do none of that at all. Vocabulary is learned as a child learns words in English—by using them in conversation. In any language there is a core of vocabulary. It will vary by language, but in general it's between 1,000 and 2,000 words. Then attached to this, sort of like ornaments on a Christmas tree, are an infinite number of words dealing with any specific area—medicine, architecture, history, the military. We teach the core of vocabulary that the student will need irrespective of the area in which he's operating, plus quite an extensive military vocabulary because our people are military. Then we teach him a certain number of other general words such as you might read in the newspaper. He could read about the world situation, major industrial things, and politics. In a year's course, as an example, a student would probably have a vocabulary somewhere in the neighborhood of 4,000-5,000 words.

Q. Is there any reason why a high school couldn't use the approach you're using?

A. No reason at all except that we have the student six hours a day and during that time he works on only one subject. A high school has the student maybe an hour a day, three hours a week. In addition to worrying about languages, he worries about geography, history, math—all the other subjects. So he cannot give it his undivided attention. However, I feel that the same principles can be adapted to high schools or even elementary schools. In fact there are elementary schools in California that are using the system right now.

Q. Do you utilize any tools in teaching a language? Do you use language labs?

A. Yes, we utilize those to a considerable extent and also individual tape recorders and record players.

Q. What specifically do you use labs for?

A. We use them mainly for drill, and also in the latter stages of the course for comprehension. For instance, it's a very convenient way to play a broadcast from Radio Moscow to the Russian students, interrupt it from time to time, and ask them questions on it to see what their comprehension has been. This speeds up their "ear."

Q. Can your language lab take the place of teachers?

A. No it cannot. We have found that we can't use labs too much because the students have a tendency to make mistakes, re-enforce mistakes, and to get these errors set in their heads. When they get back to class, it takes a long time for the instructors to literally beat this out of them. However, used intelligently, you can get a better product for the same investment in teacher power with the help of a language lab than you can without. It gives each student so much more time for individual work. But you can't substitute it for a teacher.

Q. Do you use any other tools?

A. Yes, we do. As an example, we teach our people a great deal by the use of films. These aren't necessarily foreign films, although we have some of them.

We take Army training films, put on a sound track in the language we teach, and then show them to the students. They hear the sound track, they see what's going on; and then when they get through, we turn the sound track off and say, "all right, you tell us, *in the language,* what's going on." The film is moving; this makes you talk fast if you want to stay with it. It is a very good device to get people to talk and forget about

"Our faculty members are native speakers of the language. We teach them how to teach right on the job."

trying to translate in their heads. You've got to think in the language and keep going. That's just one example of many ways we use film. Now by adding closed circuit TV, we can do exactly the same thing, except that each class, or each section classroom, can look at the film on its own TV set and have its own instructor there to point out things, talk to them, etc.

Q. Do you do any actual teaching via television? That is, do you ever put an instructor on camera and have him lecture to a large group of students?

A. I would like to do a certain amount of this sort of television but at the moment all we have is film or slides. We do not have a live camera. For our purposes, I'm not sure we need a live camera; but we do need some method of having our instructors sit down, carry on a conversation, shoot it on film and project it. We're working on something like that.

Q. You mentioned using films. What kind of films do you use?

A. We get a lot of travelogs and other documentary films. They have a soundtrack in the foreign language. This is good not only for teaching the language, but for teaching the culture of the country, too.

Q. Are these films available to schools in general? Where do you get them?

A. We get most of ours through embassies and travel bureaus. It's a problem keeping them current but most of the free world travel bureaus have cooperated very well. Of course, we have a problem in going to the Russian embassy, but even from the Soviet Union we have obtained some films through regular commercial sources.

Q. Do you use books at all?

A. Yes, all our textbooks are written, printed and bound right here. We develop and write our own courses. Of course, we don't print the dictionaries. We use mostly commercial dictionaries, but our actual courses are practically all our own.

Q. Why do you do this? Why not use commercial textbooks?

A. Because there are no commercial texts available in many of the languages that we are teaching. If there were, the vocabulary would not include exactly what we want, nor the methods. So we have to write our own.

Q. You make use of language laboratories, television, films and books in teaching languages. Is there anything else to be mentioned along those lines?

A. I think our "realia" rooms are a simple and effective teaching tool that any school could use. These are areas made up to resemble places or situations a student might find in a foreign land. For example; take a cashier's window in a bank. There we have a lesson on dealing with banks, how to deposit money, draw it out, etc. The students actually go into this "bank". One acts as the cashier and another the customer, and they discuss such items as money orders and canceled checks. We find this has two very beneficial results. First, you remember things better if you do them. Second, it breaks up the monotony of the classroom and brings out the ham that exists in everybody. They love playing a role.

Q. This is actually staged scenery? You don't just ask people to imagine they're there—you put them there?

A. Yes. There are the postoffice, railroad station, stores, doctor's office, and so on. We also utilize in miniature a small city with cars and trains running around. And we develop situations there which we cannot do in our realia rooms. It's a good way also of learning

"First, you must get yourself a good language teacher"

the traffic signs of a particular country.

Q. Who teaches at the Army Language School? Where do you get teachers?

A. All our faculty members are native speakers of the language. They have been born, brought up and educated in the country whose language they are teaching. We do this for several reasons. First, it insures purity of accent. We cannot normally find Americans who have the pure accent that we want to impart to our students. Second, just knowing the words of the language is not sufficient to be a trained linguist. You have to understand something of the culture and background—why people tick the way they do.

Q. Does this knowledge of culture aid in knowing the language?

A. Certainly it does. That gets back to the second reason why I have these people here. They transmit to our students, practically through osmosis, many of the very sophisticated and delicate shadings of meaning and reason, of habit and custom. Our students get a lot more out of the course by associating with the instructors than they would through mere formal education.

Q. Do these instructors hold teaching certificates or don't you care about that?

A. Our requirements are that they have the equivalent of two years of college plus two years of either teaching experience in their own language or two years of service in their home military establishment. We also have accepted people with the equivalent of four years of college and none of the other requirements, provided they were otherwise pretty good people. We chose two years because so many of the European schools cut off most of their people at the equivalent of two years of our college. It's a relatively rare European who goes on to a university and gets a higher degree.

Q. Are you particularly concerned about courses in how to teach?

A. No. Most of our people never taught before. We teach them how to teach right here.

Q. How long does it take to teach them how to teach?

A. It's really a never-ending process in the sense that anyone can always improve. We have a continuing in-house training program to see that we do improve. The first year the "teacher" is here, he is what we call a trainee. He teaches and also goes to certain formal courses that we run for him. And he is criticized by his boss who sits in on the sidelines as he teaches.

Q. In other words, your teacher gets on the job the same kind of training that many of our teachers in elementary and secondary schools get in college. And you find it successful?

A. Yes, extremely so. If, at the end of the first year we decide that the trainee is not going to be a teacher, then we shake him warmly by the hand, say we were delighted to have had him here for a year, and goodby. That's understood when he comes here.

Q. Many states require that teachers be certificated. Assuming that you could get around this requirement in a high school, where would a superintendent go to find native-speaking teachers?

A. It depends on the language. We just had a case where we needed another Indonesian instructor, so we had to go to Indonesia to get him. On the other hand, if we need a Polish instructor, there are quite a few Poles in this country who would be delighted to come here.

Q. How about French or Spanish?

A. Right now, I would suspect you could get all the Spanish-speaking people you wanted from Miami. There are an awful lot of highly qualified refugees from Cuba who would be delighted with the job.

Q. Are Cubans capable of speaking the precise Spanish that you would require?

A. We teach South American Spanish. We have instructors from all over South America and we have a couple of Castilians also. But most of our people go to South America and therefore we concentrate on South American Spanish rather than Castilian. Remember, we want to communicate in the language—not read the classics.

Q. Have most of your teachers arrived here recently?

A. Within the last dozen years.

Q. If such a person has been in the U.S. for 10 or 15 years, does

STOCKBRIDGE USES A DOLL'S HOUSE

To bring more realism to his language classes, French Teacher Richard Donati, of Stockbridge, Mass., has set up a doll's house in his junior high school classrooms. Similar in purpose to the Army's realia rooms, the doll's house makes it possible for children to visualize objects being spoken about in the classroom.

this affect his grasp of his own language?

A. It does in a way but only so far as colloquial expressions are concerned. Any language changes. If you looked at the newspapers of 10 years ago, you would find expressions that seem just a little bit odd to you. The basic core of 1,000 or 2,000 words doesn't change very much.

Q. When a student first comes to your school, how do you start with him?

A. We start our people talking right away. We begin their first actual French class with "bon jour," for example. The instructor says "bon jour" to the student, the student says "bon jour" back to him; the instructor says "Je suis M. Hall" and asks the student who he is. This is without any translation at all. The instructor uses gestures, points to himself, gets what he is saying across to the student without actually going into a translation, if he can avoid it. This sets the framework for the students to start *thinking* in French. After the first few days, they have assimilated enough vocabulary so that English is never used in the classroom except on rare occasions. I might also add that in this first period, when we are teaching primarily pronunciation plus a basic vocabulary, we don't usually have anything written in that language. We find that the students tend to associate American—not the foreign—sounds with letters of the alphabet.

Q. If you give students no written material, what do you use?

A. We give them a record to learn by heart, every night. It is usually a conversation between two pupils. They come to class the next day and recite this verbatim. This is the heart of our daily lesson.

Q. How long does it take to learn this record?

A. An average student spends about three hours learning work for the next day. Some do it faster, some a lot slower.

Q. For high school students, this record lesson might average four to five hours. This is more than most of them could spend.

A. You can cut this dialogue down to two lines if you want to

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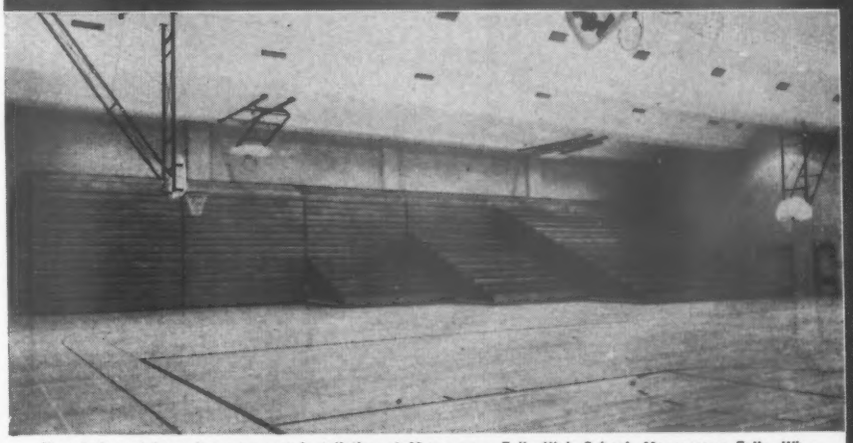

New Safway telescoping gym seat installation at Menomonee Falls High School, Menomonee Falls, Wis.; architects—Kloppenburg & Kloppenburg, Milwaukee. Seating set-up shown is duplicated on the opposite side of the gym (total capacity 2,370).

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spread it over more time. This could also be done on a tape recorder. But we've found that because of the constant repetition, it's a lot easier just to move the tone arm of the record player than to rewind the tape.

Q. Do students speak the language outside the classroom, too?

A. We encourage this as much as we can. It's not something I can enforce, but we do a number of things. During the breaks, for instance, we encourage the students to talk in the language among themselves. The same thing is done at meal times. We encourage the departments to have occasional social functions at which the language is spoken.

Q. Do your students study a language for a full year?

A. It depends. For the easy languages like French, German, Spanish, Italian and Portuguese, they take the course for only 24 weeks. Of course, they are in class five days a week for six hours.

Q. Even so, in terms of hours of classwork, your students actually get little more instruction than many high school students taking four years of the same language.

A. That's true, but you must remember that our courses are concentrated, we are working with more mature students (which sometimes can be a drawback), and we have much smaller classes. We have just eight to a class.

Q. Why have you chosen eight?

A. That's a compromise. We think four or five students working with an instructor would be even better. But it isn't economically possible. Of course, for a high school, even eight students to a class becomes prohibitive.

Q. If a district superintendent wanted to get started on a secondary school language course, can you give any tips or pointers?

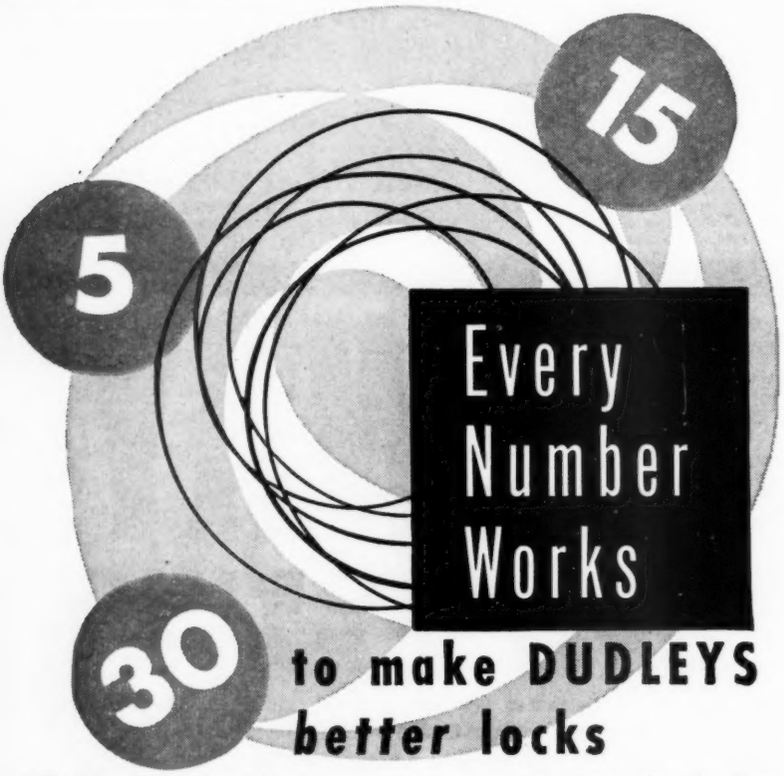
A. The first thing to do is get yourself a good teacher and then decide how long you are going to teach this language: is the student going to have it for one, two, three, or four years.

Q. Is there any point in students taking a language for one or two years?

A. Frankly, very little. If you are going to devote three, four, or maybe five hours a week to it, there's really not much point in taking anything less than three years. However, if you can have a student go through a well organized, well engineered course for three years, by the time he gets out, he can be speaking that language pretty well.

Q. Other than the universities, where might a school district look if it wanted help with its foreign language instruction?

A. The Office of Education is spending a great deal of money these days in encouraging and doing research in the techniques of language teaching. That would be a good place to start. We here at the Army Language School would be delighted to give superintendents or their teachers any of our general catalogs. We would also sell them copies of many of our courses. They couldn't be adopted as such by the schools, but the methods and techniques our teachers use might prove extremely helpful to the public schools. **End**



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How teachers planned a classroom

What would happen if teachers were given a stronger voice in the planning of classrooms? In Provo, Utah, they had a chance. Here are some of the results.

■ ■ ■ "When teachers plan their own classrooms," says Superintendent J. C. Moffitt of Provo, Utah, "they use them!

"Too often architects and administrators plan beautiful classroom facilities, and then they're never used. But if teachers are in on the planning, they'll make sure they get facilities they can—and want to —use."

Last year, a committee of Provo teachers worked with Architect Claude Ashworth in designing an addition to an elementary school. Together they built into the rooms all the facilities the teachers felt they could profitably use. Among them were:

Movable desks and chairs for the children; filing cabinets; special storage drawers, shelves and cabinets on three sides of each room; an abundance of tackboard; a sink and drinking fountain in each room; work tables; space for art easels; maps, charts and globes; and audio-visual aids such as projectors, screens and darkening facilities.

Each of the classrooms also has at least one glassed-in study area, used primarily by student committees and research groups. Teachers use these areas for private conferences with parents and students, but never as offices.

The cost of the rooms was no higher than that of less satisfactory rooms completed in the same area at the same time.

"The teacher-planned rooms have proved so successful," says Moffitt, "that our staff is now helping to design an addition at another school. We're convinced that our teachers are in the best position to know what they need and want."

Please turn the page for pictures

1

2

1, 2. Enclosed areas permit student research groups and committees to work independently of classes. Whether teachers are in the classrooms or the study areas, they are able to monitor other students through glass walls. Each classroom has at least one of these enclosures.

3. Wardrobe closets are covered with tackboard to increase display space. Doors have rubber edges to protect fingers, and enough space is left between doors so displays aren't damaged when doors are opened.

4. Large box between file cabinet and study room provides vertical storage for flannel boards, large charts and diagrams, and card table. Another specialized storage area: a large box near door where balls, dolls, and skates are deposited when children enter room.

3

4

5

6

5. Additional storage space was designed behind sliding chalkboard and pegboard in this corner work area. Adjustable top shelves hold books; cabinets below hold science materials. Drawers beneath counter contain chart paper.

6. Chalkboard in place conceals storage shelves. Pegboard also slides in place, so teacher has optional use of wall. Note sink at right. **End**

How

projected costs

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According to a recent study made by a team of professional architectural engineers, projected cost factors such as heating and maintenance can raise the ultimate cost to taxpayers of a hypothetical classroom as much as FIVE times—depending on whether the walls are made of brick, metal or glass. Here is a summary of their findings:

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** Based on 50-year life*

The details of this study—plus other important facts about school construction—are given in an interesting new booklet, "A FEW HARD FACTS ABOUT THE DESIGN, COST, CONSTRUCTION OF THE MODERN SCHOOL BUILDING."

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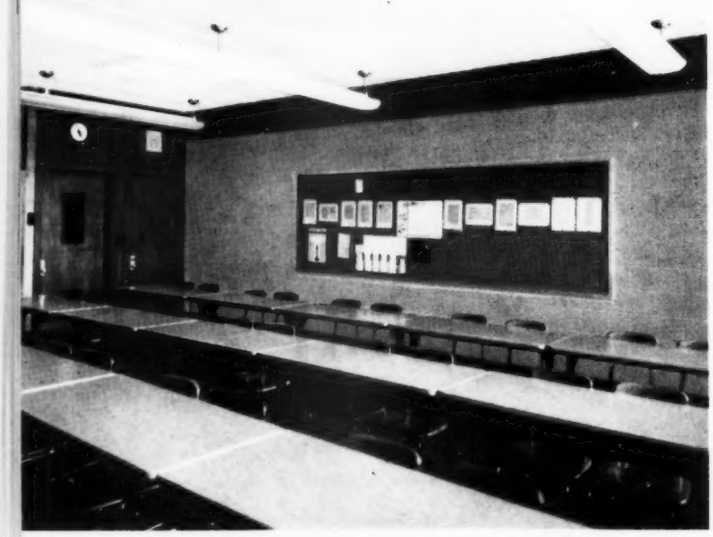

The warm color in this modern study room was chosen to counteract the effect of harsh natural light from the north. This hue also aids in distributing reflected light.

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How to operate open circuit television in your district

UHF television transmitting offers more than closed circuit facilities, say schoolmen in Richardson, Tex. Lower initial cost and better public relations are two benefits. Here's how this district operates its own television station.

By J. J. PEARCE
Superintendent, Richardson, Tex.

■ ■ ■ Mention educational television to your district's taxpayers and you're liable to be swamped with complaints of higher taxes to support an unnecessary, costly operation.

This was the situation in our district until we exploded the myth of "expensive educational frills" early last year. Not only did we bring television into our schools; we went into the business of operating an open circuit TV station on a commercial channel.

Our initial investment was less than $50,000. This included equipping a studio, wiring 12 schools for reception, and purchasing 57 television receivers.

Our first year of operation cost us about $22,000, including salaries, equipment depreciation and maintenance.

Why open circuit?

Television over an open channel, as opposed to a closed circuit arrangement, was an important factor in reducing our costs. We explored the possibilities of closed circuit television, but found we would have to install coaxial cables from our studio in one school to each of the other schools. The buildings are spread over a wide area—some of them as much as seven miles from the transmitter. Over open circuit TV, no such cables are needed.

When we discovered that there was an ultra high frequency (UHF) channel available in our area, we investigated the possibility of taking it over. We matched cost estimates of UHF vs. closed circuit and came up with a difference which appealed to our budget. UHF transmitting, with converters for our very high frequency (VHF) receivers, accomplished the same educational purpose at far less expense.

In the beginning, when we were searching for the proper type of educational television equipment, our suppliers—Electron Corp.—secured a Federal Communications Commission license for us.

After we acquired rights to the UHF channel, the company advised us on studio needs. These facilities, designed to transmit only for a 20-mile radius, were neither extensive nor expensive. Then we wired each of our schools with a master antenna and a master converter.

Running the station

Since our station, KRET-TV, is wholly owned and operated by the school district, we handle all the

scheduling and technical matters ourselves. Here's how we do it:

We're broadcasting about 10 hours a week. Subjects are Spanish, social studies, art, music and science. Telecasting is restricted to grades one to six, and each program is held to a length of 10 or 15 minutes.

In the beginning, we assigned four teachers to the television station. When we began telecasting, we found that these four "teleteachers" could easily manage by themselves without too much assistance or supervision. In preparing lessons, they got some help from a reading consultant and two elementary consultants. When one studio teacher is on the air, a second operates the camera. Naturally, there are some technical problems beyond the ability of the teachers, so we have a part-time technician to give us advice and maintain equipment.

About two months before a semester begins, a prospectus of the term's work is prepared by a teleteacher and the consultants meeting with representatives of each grade from each school. Then, a six-week schedule of programs, with the date and time and a synopsis of each presentation, is prepared and distributed to classroom teachers in each school. This helps teachers to coordinate televised programs with classwork. Students' lessons lead up to the programs; students are briefed before the programs, and afterwards students are involved in follow-up activities. Students receive the programs in their own classrooms with their own teachers. We do not televise for large group instruction.

Seldom do our televised programs consist entirely of lectures. Demonstrations and experiments enrich TV lessons. These are often presented by resource persons, who have been eager to assist us in producing our programs. As as example, a recent science program was based on friction. The materials for the experiments and demonstrations were furnished by a petroleum company, and engineers from the company presented the program.

Although our operation is small, we intend to expand our programming a little at a time.

For example, we've begun to schedule some material for in-service training of teachers. Lay persons from a local industry are presenting a series of three 40-minute programs. These will be followed by discussion groups in each school.

As a result of our educational television programs, many of our average teachers have improved their classroom techniques. They see how material is presented by the teleteachers, who are acknowledged to be equal to any in the district, and class teachers make an honest attempt to do better. When coupled with our televised in-service training program, I'm sure this will improve the quality of instruction in Richardson.

There are other advantages to ultra high frequency transmitting, too.

1. It's a strong public relations aid. Our station can be received by every home in the community. Through this medium, schools can be kept constantly before the public. As our telecasting potential grows, it will be relatively easy—and inexpensive—to have school personnel present programs on education, debate current issues, etc. We might even telecast school board meetings.

2. Youngsters who can't make it to school because of illness can still tune in on the educational programs. They won't get their regular lessons, of course, because the televised material is basically enrichment. But the children are able to follow the lessons, and can catch up quickly when they return to school.

3. Since the bulk of our programing is for the elementary grades, our commercial channel permits pre-school youngsters to receive some informal orientation in schoolwork. We are planning to beam special programs to kindergarten-age children in the future.

4. Under our current setup, parents can monitor the same things children see in class. One mother, previously skeptical, told me she has become more aware of her child's studies and often discusses a telecast with him. **End**

HOW FOUR TELETEACHERS SPEND THEIR TIME

Since the Richardson school district owns and operates its own television studio, four teleteachers have the entire responsibility of preparing, performing, and producing the programs. Here's how the four teachers divide their time per week:

Teacher	Visiting schools and preparing programs	Operating camera	On the air
Mrs. Mary Williamson (music)	33 hours	4.5 hours	2.5 hours
Mrs. Blanche Zeigler (art)	34.5 hours	3.5 hours	2.0 hours
Mrs. Frances Hough (social studies, science)	35 hours	1.5 hours	3.5 hours
Mrs. Esther Bynum (Spanish)	36.5 hours	1.5 hours	2.0 hours

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How to double or triple your reading speed

Deeper concentration will increase your reading speed and comprehension. The extra time saved will be well worth the extra effort you invest. But how can you concentrate thoroughly on dull, factual reading that makes up so much of a schoolman's reading diet? The answer is found in this article.

■ ■ ■ One of the fastest ways to increase your reading speed and comprehension is to strengthen your ability to concentrate.

How often have you had the exasperating experience of reading a mass of material, suddenly "waking up" to the fact that you have merely been reading words while your mind contemplated some other problem or wandered back to the trout stream on your last vacation? You are conscious of having read the material, but nothing has registered.

The reason, of course, is lack of concentration.

Distracting surroundings, a cluttered mind, lack of personal involvement, and a shortage of self-discipline are some of the reasons for poor concentration. The nature of your job as a school manager probably complicates the problem further.

■ Every school administrator must deal with the interruptions of the telephone, personnel problems, and a parade of small and large emergencies that must be handled on a spot basis.

■ Every schoolman has a mind crammed full of unsolved problems that are constantly competing for his attention.

■ Every school manager must read a certain amount of material that can be described only as dull. It may be so dull, in fact, that he subconsciously hopes for interruptions.

There are proved ways to deepen your concentration. Some are so simple as to be commonly overlooked. Let's review five of the concentration steps that will help you double or triple your reading speed and comprehension.

1. Create a good reading environment for yourself.

■ Eye fatigue and visual strain can account for a large part of distraction. It's old hat to say this, but good light is necessary for good reading—preferably a double light source to wash out glare.

Don't get too comfortable when you read. Try for a compromise between relaxation and tension. A little tenseness helps you to stay really alert.

As much as your schedule allows,

PART 3 OF A 3 PART SERIES

try to make your reading time and place habitual. You will begin to associate the time and location with concentrated reading efforts.

2. Eliminate reading distractions.

■ You can't possibly get rid of all those problems that plague your mind, but you can dispel some of them, and seal off the others in order to permit yourself to read with thorough concentration.

Simple problems can often be taken care of with a phone call or letter before you attempt an important session of reading.

Bigger problems that can't be solved immediately can at least be consciously laid aside.

If you have done these things and still have trouble concentrating, then you are probably allowing yourself to be a passive reader. Boredom or passive reading is generally caused by a lack of involvement. It means you haven't applied enough self-discipline.

If you are interested in what the author is trying to say, as well as how he is trying to say it, your reading speed and comprehension will be stimulated. But this requires reading with a purpose. If you don't have purpose, you are wasting your time.

No one can offer you a technique to suddenly make dull reading exciting. But the following sections give you suggested ways to sharpen your concentration and comprehension of "must" reading, even when it is dull.

3. Ask questions before you read.

■ No matter how fast you read, you will not always get enough from the printed page to occupy your mind fully. Some of your thinking capacity may be left free to drift to other things. But there are ways to redirect your leftover attention to the material.

One of the best is to ask yourself questions—both before you read and while you are reading.

After you have pre-read the material, set up questions.

What is the author's main thesis?
Why is he writing the article?
Does he have an ulterior motive?
What conclusions does he want the reader to draw?
Is his argument well developed?
What points did he miss?

As you read the article thoroughly, turn the topic sentence (generally the first) of each paragraph into a question. Look for the answer in the paragraph. For example:

Keeping pace with school developments is the responsibility of all schoolmen—professional and laymen alike.

This doesn't mean that a superintendent must go back to school for more degrees. It does mean that in order to keep his school up-to-date, he must learn what kind of information to demand from those who are trained to supply it. He must have the ability to evaluate, make judgements, and act.

By creating these questions in your mind as you read, you expand your interest in the material, and thus increase your ability to become totally absorbed in it.

4. Anticipate as you read.

■ You can nip distraction in the bud by making it a habit to anticipate the writer as you read. This is one of the best ways to reinvest leftover mind power in what you are reading.

Anticipate what points the author is going to make.

Weigh his effectiveness in leading up to them.

Try to stay one step ahead of the writer.

You will find that this practice keeps you busy and allows little room for distraction.

Words on a printed page are merely symbolic tokens of an author's thoughts. Get the meaning behind the words. Be an active reader. Read with a purpose, form questions, and anticipate.

5. Learn to make summaries.

■ Summary making, written or simply "in your mind," has many purposes.

It improves your comprehension. When you make a good summary of a letter or an article, you are forced to understand it thoroughly. You gain a more thorough sense of the organization, the skeleton, of the material. You learn to recognize the main ideas and their relation to one another.

WORKSHOP FOR SCHOOL MANAGERS

It helps you absorb important points. Having done all of this, summary making will help pick out what is important to remember and what you may safely discard. Thus you retain the significant part of the selection and leave your mind uncluttered by the unnecessary.

It helps you remember more easily. Because you have absorbed only the important points, and because you have a thorough understanding of the organization of the selection, the ideas worth remembering will remain vividly and lastingly in your mind.

It saves time. While the initial reading may take slightly longer, your gains in comprehension and retention eliminate any necessity to re-read the article. You have deepened your background of knowledge on the subject so that the next se-

A 64-page do-it-yourself book, which tells you the how, what and why of reading improvement with self gauge to determine your reading rate, is available for $2 from Developmental Research Institute (an affiliate of The Reading Laboratory, Inc.), Order Dept., 500 Fifth Ave., New York 36, N.Y.

TEN STEPS TO FASTER AND BETTER READING

Here is a review of the 10 methods of good reading skill that have been presented in this series. Check yourself to see that you are giving them all the attention and practice they deserve.

1. PHRASE READING

■ The most valuable of all techniques to increase reading speed is phrase reading.

Let your eye stop only three or four times on a line, taking in meaningful thought units at a single fixation. At first you must think about it. Become aware of phrase reading and when you catch yourself reading word by word, revert quickly to your new technique.

Don't let fear of not comprehending slow you down. Push yourself to maximum speeds at all times.

2. SPACE READING

■ Look slightly above the sentence rather than directly on the words. This will help your eyes take in whole phrases rather than single words.

3. INDENTING

■ Start reading one-eighth of an inch in on each line and stop one-eighth of an inch from the end of each line. You'll find your eye is automatically pulled to the white margin, but this causes wasted movement and energy.

4. COLUMNAR READING

■ Let your eyes move down a column of newsprint with only one fixation per line.

At first, it will help you to follow a pencil line down the center of the column. You can practice this technique on the way to work, during coffee break, or at any convenient moment.

This exercise will also help you to increase your eye span and thereby increase your speed in phrase reading.

5. SELF PACING

■ Set your reading speed according to the difficulty of the material and your present knowledge of the subject matter.

Determine your purpose in reading the selection and you will gradually train your mind to grasp the essentials in far less time.

6. PRE-READING

■ In order to get a preliminary, overall picture of any nonfiction article or book, use the following steps:

Look first at the title, author and date.

Read rapidly the first two or three paragraphs.

Read only the first sentence (or topic sentence) of the following paragraphs.

Read the final two or three paragraphs thoroughly to get the summary.

In this way you have double insurance of retention and can quickly determine if the article warrants thorough reading or may be merely skipped or skimmed.

7. SKIPPING AND SKIMMING

■ Through pre-reading you will be able to determine what parts of the article may be skipped entirely and what parts must be skimmed for details and facts. Get the most out of skimming by formulating explicit questions and reflecting on them a few moments before skimming so that the answers will seem to pop out at you in the text.

8. QUESTIONING AND ANTICIPATING

■ Ask yourself questions about the material as you read it; anticipate what the author is going to say.

Pre-reading will help you to determine what questions you want to ask. Always read with a purpose. These techniques are a great aid to concentration and retention.

9. SUMMARIZING

■ Summarize each paragraph as you read it; then summarize the article as a whole. At first you may want to do this on paper, until you can make it a mental habit.

This will help you to understand as well as retain the main ideas of the article.

10. CRITICAL READING

■ Evaluate what the author is presenting by comparing his ideas and opinions with other articles you have read on the same subject. Use your own background for intelligent and critical judgement of the material.

In this way, you will broaden your grasp of the subject, and you will find your concentration on the material is stronger.

lection you read will come faster and easier to you.

The most efficient method of summarizing an article or book chapter is to work by paragraphs. State in your own words the main point of each paragraph (usually contained in the first, or topic, sentence). Make sure your summary sentence is neither too broad nor too narrow. Once you have listed main ideas, you can note the necessary connecting ideas between them. Omit anything which is not definitely relevant to these main points.

When you have reached the last paragraph (in which the author usually summarizes or restates his thesis) you will have a brief—and complete—summary of the main ideas.

It is important to restate these points in your own words (instead of noting down a few important terms here and there). By restating the main points you make sure you have fully understood them.

Your new reading speed

In the first article in this series, you were invited to read an article in SCHOOL MANAGEMENT in order to determine your reading speed. Now, to see how much you have improved, turn to the article on page 57 of this issue. It contains 925 words.

Note the time you need to complete the article. Use a clock or watch with a second hand and note starting and finishing time. Divide the number of seconds it took into 925, the number of words you read, and multiply by 60. This will give you your present reading speed.

Compare the reading speed with your initial score. If you have learned and used the suggestions in this series of articles, you should have improved your reading speed and comprehension considerably.

Remember that you are trying to replace reading habits firmly established since childhood.

You can apply these new techniques and practice them while doing your regular work. In this way your reading skills will continue to improve as you convert these techniques into habits.

Your reading load will become lighter and easier to handle, and the benefits of this high gear reading will be measured in both greater efficiency and personal satisfaction. **End**

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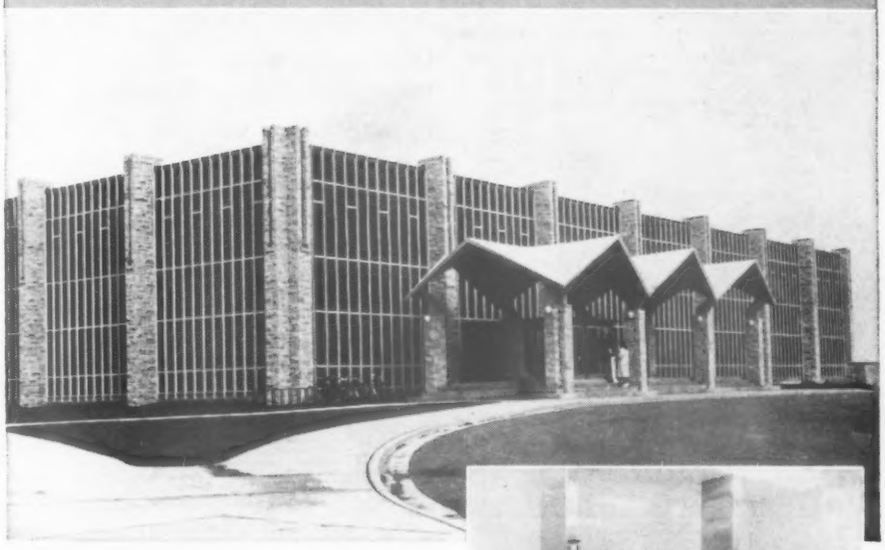

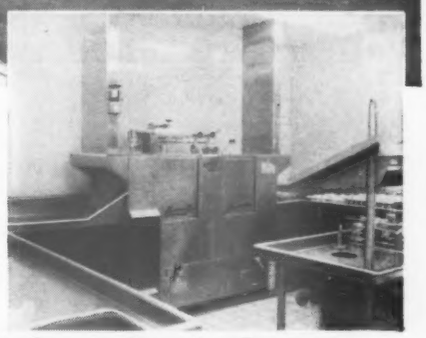

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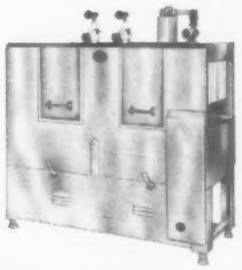

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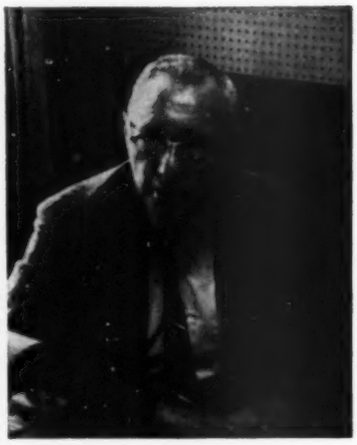
continued from page 34

"Students should be playing



Q. You want a professional then?

HINES: Oh, yes. This is no longer the classroom teacher.

Q. Would you need a separate instructor for boys and girls?

EVANS: Yes, a man for boys and a woman for girls. This graduate of a school of physical education should not necessarily be a specialist in any one area within the total field of physical education. I mean he need not be a high powered specialist in swimming or dance. At this level, an instructor must be well rounded in all the fundamental areas of physical education and be able to teach the entire program.

Q Many schools have included health education—and sex education—as a part of physical education. Is this proper?

EVANS: I feel that there is much overlapping of health and physical education. But health education is in no sense a part of physical education and vice versa. If health instruction is to be a bona fide part of the junior or senior high school program for boys and girls, a person qualified in that field should handle it. This is a highly scientific and technical subject. It should be handled by somebody who knows the field and who is able to make it interesting and worthwhile.

HINES: We teach first aid and things of that sort. Safety. I would not object to that at all. But regular health instruction, especially the social aspects, family relationships, emotional adjustments and sex education—all of this has to be taught by somebody who really is qualified.

Q. What is the role of inter-scholastic athletics in the junior high school? How important should they be?

HINES: For boys, very important. It's an outgrowth of a good physical education program but it should be limited. For instance, we do not go outside of our own community. We play within our own sphere, and I don't think I would permit the boys to go outside.

Q. Would these be spectator activities?

HINES: Unfortunately, we do not have room for spectators in our gyms. When we erected them, we had the choice of having a few settees or having a full gym and I believed in the full gym. However, at times I wish that the children within each school could attend their own games.

Q. How can you keep a junior high inter-scholastic program from getting out of hand to the point where the physical education instructor is measured by the success or lack of success of his teams?

HINES: There shouldn't be any such thing prevailing. At this level, inter-scholastic athletics should be just for the kids themselves. It's the icing on the cake—a chance for them to show off their skills.

Q. How about girls? Would they participate to the same extent?

EVANS: I would have no competition outside of their own school for the seventh-grade girls. For the eighth- and ninth-grade girls, I would not object at all to inter-school relationships, but I would much prefer not to have varsity squads. I would prefer that several basketball teams or several hockey groups or several volleyball teams go from one school to another. They would make a sports day of it.

Q. How about intra-murals at the junior high level?

EVANS: The intra-mural program should provide a laboratory, a practice laboratory, for all boys and girls who are interested in playing the actual game. I think this is where they develop their

games well, not just playing at a game."

HINES

team strategy and become expert in the workings of a team.

HINES: The strength of our intramurals is the result of a good, wholesome inter-scholastic program. I think if you eliminate an inter-scholastic program, there won't be the enthusiasm for intramurals. If you don't have that varsity to aim for, there's no point to intra-murals.

EVANS: It's motivation.

Q Can we move on to the high school now? What would be the goals of a good high school physical education program?

EVANS: For girls, there are two basic aims. One is to provide them with a good, solid program of physical activity—gymnastics, athletics, and rhythmics for immediate developmental purposes. The second basic aim is to provide them with a vocabulary of skills that they may use in the years after they leave high school. I believe, for example, that any good high school program of activities for girls should include bowling, riding if it's possible, golf if it's possible, tennis, badminton, square and ballroom dancing. Also, if it's possible, we should have some election of activities within the required program. If a girl is tremendously enthusiastic about dance, she should be able to elect it. If she has had a lot of dance and is in need of instruction in tennis, she should have that.

Q. Should a girl be allowed to elect *not* to take physical education?

EVANS: No. If we were equipped in this country with a completely adequate program of physical education from kindergarten through the 10th grade, I would be perfectly happy to have students elect the program in the 11th and 12th grades. But as yet we have not achieved the adequate program.

Q. What is the program? Is this where organized team sports come to the fore?

EVANS: For girls, I would say yes. Official basketball, field hockey, volleyball, speedball, girls' soccer, softball, tennis, badminton, golf, swimming—by all means. It's just as important for girls to be physically fit as it is for boys. Every girl should have a minimal strength index and should know how to discipline her own body and how to take care of it. Posture training, body mechanics and the discipline of the body in basic movement are very important. Modern dance is delightful for girls at this level, if it's well taught. And I think gymnastics, apparatus, tumbling and, certainly, calisthenics should be continued.

Q Is it dangerous to carry on a physical education program for girls in the high school?

EVANS: No. It's no more dangerous for girls than it is for boys. It's no more dangerous on the high school level than on the junior high level or elementary level, provided that the leadership is adequate. If the teacher knows what she's doing, and has safe, adequate equipment, there is no more danger on this level than any other. We have been making shy, pink buds of girls all too long. I don't want girls to be less feminine, but I think endurance, strength, agility, coordination, balance and flexibility are important to human growth and development. And for girls to understand why they do things, and to learn to do them well, is not dangerous.

HINES: I just had the thought that I've never met a boy who didn't want to be strong and, on the other hand, I've never met a girl who didn't want to be beautiful. And a beautiful girl is strong. You can sell a girl on physical education on that one point. If you can impress upon her that she doesn't have to go to the drugstore every morning—she'll have natural beauty—if you can sell her that, she'll work for it.

Q. How about boys? What would you set as the goal for their high

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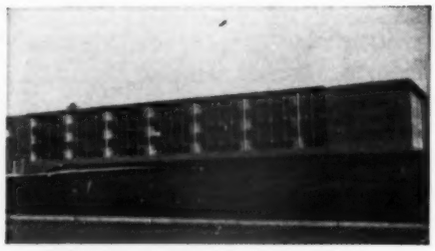

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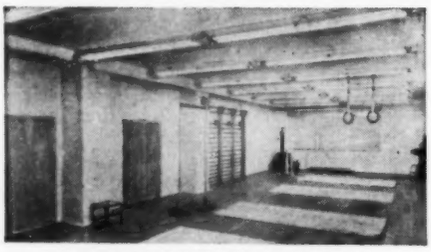

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school physical education program?

HINES: It's always been my wish that every boy be physically fit when he leaves high school. That's the basic goal. Other than the specific means to reach them, there's little difference between the goals for boys and girls. We want fit youngsters who will have learned skills they can carry on after they leave the school.

Q. Is playing games sufficient for a physical education program at the high school level?

HINES: No. You should be taught all the rudiments of a game before playing. You should be playing it well, not just playing at a game.

Q. Is game-playing part of the physical education program itself, or is this an after-school program?

HINES: Definitely a part of it.

EVANS: We object to the substitution of playing a game for developmental activities. I think the combination of the two is what makes the whole person.

Q *What would you want average high school boys to do in a week of physical education?*

HINES: In the fall and spring, I would want them outside as much as possible, playing games and demonstrating the skills they had learned. I let the boys demonstrate through team activity what they've been taught. For instance, the art of throwing and kicking a football, catching a football, running broad jumps, sprints, and things of that sort. I would devote that time to things that are seasonable, football in the fall and baseball in the spring.

Q. There would be no gymnastics?

HINES: Just setting up exercises—there's always a setting up drill for two minutes.

Q. Would gymnastics ever be a part of the program?

HINES: All during the winter.

Q. Then basketball is not the only winter physical education activity?

HINES: In Brookline, we don't allow a basketball on the floor during the physical education class. The only time you can use a basketball is at the end of a rigid class. And then we give them dessert, as I say, and we play a game with a basketball. But there is no shooting baskets. Just over and under and things of that sort. Years ago, I saw basketball almost destroy physical education. Unfortunately I've gone to the other extreme. I won't allow a ball on the floor.

Q. What is included in your winter program?

HINES: I give the boys setting up exercises first. Then I give them heavy work like rope climbing or using apparatus such as the horse, the buck, or the Swedish box.

Q. Can every boy participate in this kind of a program?

HINES: Certainly. Boys are placed in three classes—those that are low, those that are high and those that need remedial work. We have a regular measurement program to place these students. Why have a boy stand in front of a climbing rope when he weighs 200 pounds and has the physical fitness of a baby, and you know he can't climb the rope? Why discourage him? Give him exercises that he can do that will develop his upper torso. And then he can look forward to climbing that rope someday. We arrange boys depending upon their abilities.

Q *What facilities are needed at the high school level? Is there a difference between a boy's gym and a girl's gym?*

EVANS: You might want more audience capacity in the boys' gym for indoor contests, but I would say you'd want about the same amount of play space within a gym, the same kind of apparatus, and, outdoors, the same kind of fields—marked for different games to be sure. You need the same courts. The swimming pool is the same. I'd want good locker, shower and dressing room facilities for both—clean, attractive and adequate in size and number.

Q. How about the spectator facilities in a boys' athletic program. Is this an important part of it?

HINES: Yes. You know, the families really foot the bills for these things. They ought to have an opportunity to see their own children play. And I think you should provide adequate seating for them to come.

Q. What sports do you engage in on an inter-scholastic basis? Is this confined strictly to basketball and football or are there other important scholastic sports?

HINES: In Brookline, we start in the fall with football, cross country, golf and tennis. Then, when we go indoors in the wintertime, we have swimming, skating, basketball, indoor tennis, indoor golf and track. Then in the spring we have baseball, golf, tennis, and swimming. And remember, in each of these sports—and they are considered equally important—there is a varsity team, a junior varsity and a freshman team. And each one has its own full-time coach. The junior varsity and freshmen are not stepchildren in our program.

Q. What are the qualifications of a good physical education instructor at the high school level?

EVANS: A graduate of a bona fide school of physical education. If possible, he or she should have the master's degree to understand measurement and evaluation. I want him to understand not only how to administer a test, but how to make a test. And I want him to have had enough graduate education to become more highly skilled in the teaching of activities.

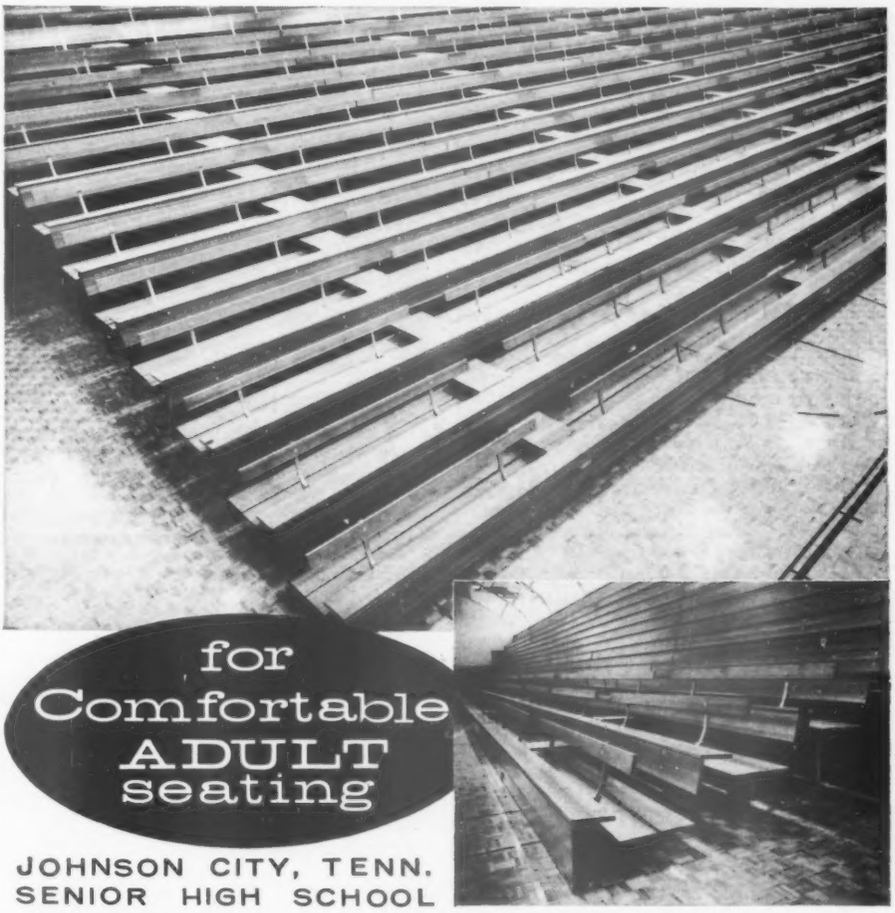
Q. How important is it for the instructor himself to be a good athlete?

EVANS: I think it's important for this person to be physically healthy, to like people, to work and play easily with other people, and to have what I call respectable skills; but I don't care a bit about the person being a record breaker.

HINES: If you're talking about men's sports, it's going to be a great help if he has played intercollegiate sports. For instance, if he's going to teach football just from theory, he'd have a hard time trying to sell a bill of goods to boys of that age. We must exercise the same care in selecting a physical education teacher that we do for a person to teach French, math, or anything else.

Q How can a superintendent or school board member measure whether or not his school has a good physical education program? What could he look for?

EVANS: Three things. First, facilities, because this is the most tangible—whether they have them. Second, observe the time allotment for physical education from kindergarten through senior high school. And third, and most important, explore most carefully the background of education, experience and the present practices of the personnel teaching the program. Facilities, time and leadership are the three factors to go after. If you've got them, then winning or losing teams won't matter. You'll know your physical education program is good. **End**



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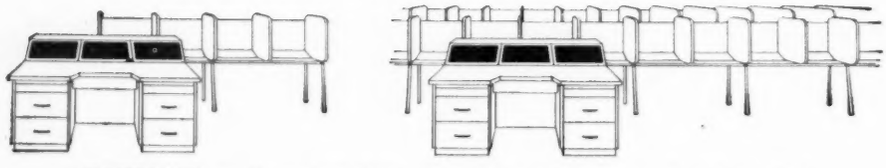

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Catalog of instructional materials. Science Research Associates has published its 1961-62 catalog containing instructional materials for all grade levels in many subject fields. The 80-page catalog features guidance publications and services, and tests and test services. One section tells of materials under development. Illustrated.

For a free copy, circle number 856 on the Reader Service Card.

Laboratory plasticware. All types of plasticware for use in science labs are described in a brochure available from the Will Corp. The brochure features beakers, bottles, buckets, tubing and connectors—even plastic mouse houses. There's also a comprehensive list of disposable plasticware, and a chart showing the chemical and physical resistance of each type of plastic used to make the utensils.

For a free copy of this brochure, circle number 891 on the Reader Service Card.

Solve filing problems. The Atlas Stencil Files Corp. is distributing a catalog of its equipment, with a reference chart of the types and sizes of material which can be filed in each cabinet. The file cabinets will accommodate offset plates, negatives, stencils, accounting forms, artwork, swatches, blueprints and other odd-size forms. Correct hangers and cabinets for each item are indicated on the reference sheet.

For a free copy of the reference chart and the catalog, circle number 843 on the Reader Service Card.

SM

PRESS RELEASES

News from the business firms serving your schools

Cuts scoring time

A portable automatic test-scoring machine, being introduced by the Burgess Cellulose Co., quickly and accurately figures scores on standard, manually punched answer cards.

According to the manufacturer, a student or clerk can be taught to use

the machine within a few minutes, freeing the teacher of test scoring. The device will grade about 200 cards in an hour. It is lightweight and approximately the size of a portable typewriter.

For more information, circle number 895 on the Reader Service Card.

■ ■ ■

Meat slicer

A slicing machine manufactured by Toledo Scale Corp. features a mounted knife sharpener for its 12-inch blade. The slicer has gravity feed with an attached pusher for end pieces, will slice any one of 40 thicknesses, and comes in a choice of finishes. The slicer can be dismantled easily for cleaning.

For more information, circle number 851 on the Reader Service Card.

■ ■ ■

Inspects motion films

A speed control and braking system with three motors is one feature of a machine designed for inspecting, editing and cleaning motion picture film. The Harwald Co., which manufactures the unit, says this eliminates the hazard of film breakage.

Brakes are adjustable electrically, without tools, and dual snubber arms maintain steady, jerk-free tension on the film. Machine speed is adjustable from very low (for operations such as liquid cleaning by hand) to a high of 1,000 feet per minute.

The machine comes with a large work surface with room for film cans and splicer.

For more information, circle number 900 on the Reader Service Card.

■ ■ ■

Desks for groups

The Brunswick Corp. has introduced a combination chair and desk unit which can be clustered with others for a grouping of student work teams. The desk's design permits many variations in grouping with easy entrance and exit.

The surface of the desk fits a cafe-

teria tray. It is trapezoidal, with a gentle curve on the student side. This makes the desk adaptable for lunchroom use, says the manufacturer.

For more information, circle number 902 on the Reader Service Card.

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Geometric math kit

A seven-piece math kit, designed for the study of plane and solid geometric figures in junior high school, teaches

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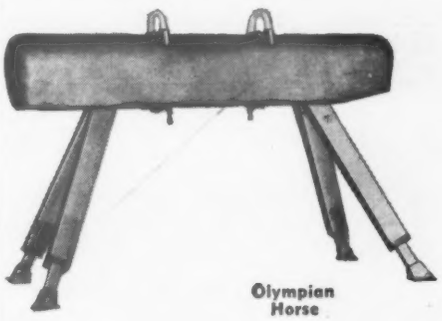
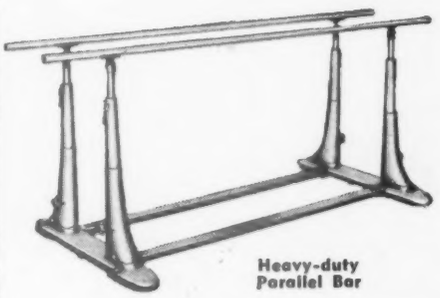


Olympian Horse



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visually the concepts of shape, size and measure.

The kit, put out by Models of Industry, Inc., includes a handbook and 30 student activity sheets.

Detailed instructions for teachers are incorporated.

For more information, circle number 877 on the Reader Service Card.

■ ■ ■

Quiet grass mowers

By using nylon bushings at pivot points and other metal-to-metal contact points, Jari Products, Inc., claim to have reduced noise and increased the life of their sickle bar mowers.

Three models are designed for heavy-duty requirements. Each has a "floating" sickle bar for cutting heavy grass, weeds and brush. The largest machine of the three can be fitted with attachments for snow removing, and tilling.

For more information, circle number 828 on the Reader Service Card.

■ ■ ■

Cafeteria without kitchen?

It's a possibility. The Brass Rail restaurant chain is now offering a vending machine service which reconstitutes and cooks frozen foods. The vending is completely automatic, and it maintains hot food until served.

The service eliminates the need for capital investment, kitchen space and food handling. All preparation is done off-premises. Moreover, hot food is available at all hours, not just during lunchtime. This vending service, according to the Brass Rail, will make hot meals available for evening community gatherings and other after-school meetings.

For more information, circle number 899 on the Reader Service Card.

■ ■ ■

Incinerator on wheels

An outdoor incinerator, manufactured by the Alsto Co., can be used in strategic locations as a trash receptacle, then wheeled to an open area for burning. Since the unit has a 10-bushel capacity, it minimizes the time needed for handling trash and garbage.

The incinerator is constructed of

aluminum bonded to steel, and has a large hinged door for easy loading. Three-inch casters are located on the four corners of the unit, and the front casters swivel. The incinerator stands 56 inches high and is 35 inches square at the base.

For more information, circle number 842 on the Reader Service Card.

■ ■ ■

Laminating machine

Accommodating materials up to five inches wide, this laminating machine manufactured by Plasticmaster Corp. will laminate paper, photographs, aluminum, plastic and many other materials. Both sides are laminated simultaneously.

The machine has been designed for identification cards and badges, and

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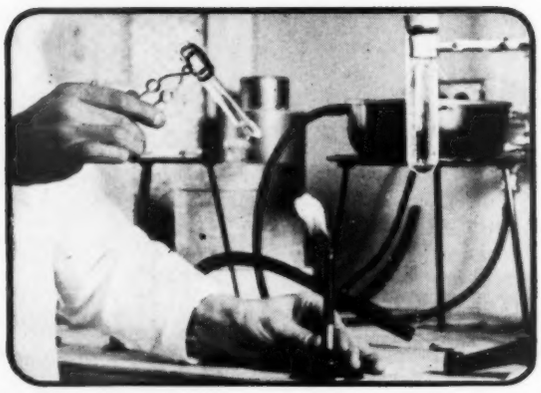

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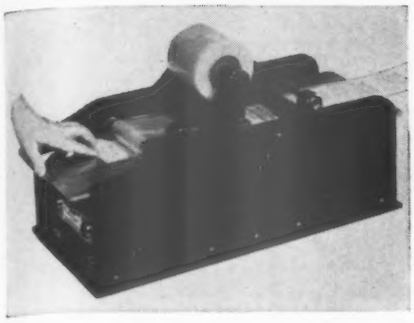


will process them at the rate of 15 per minute. The plastic for laminating is contained in two rolls, each 200 feet long.

The cost of materials is about three cents per card.

For more information, circle number 857 on the Reader Service Card.

■ ■ ■

Roof-top ventilator

Roof-top ventilating units, especially useful in one-story structures where space savings are important, have been developed by Janitrol Heating and Air Conditioning.

The units, which heat or cool, are factory assembled and shipped ready for installation with a minimum of time and labor. No duct system is required. Air is circulated through a ceiling diffuser directly below each unit.

A weatherproof steel cabinet protects the system, which has been successfully tested in 60 mph winds and two-hour rainfalls of 24 inches.

For more information, circle number 833 on the Reader Service Card.

■ ■ ■

Lightweight fire extinguisher

Weighing only five pounds when fully charged, this fire extinguisher manufactured by the Walter Kidde Co. features fast, easy operation and simple replacement of its dry chemical extinguishing agent.

When the extinguisher is picked up by the carrying handle, the safety lock automatically releases. The discharge lever on the top is then thumb-operated. After use, the empty powder container is thrown away and replaced with a new one.

The extinguisher is packed with a clamping bracket and a quick-release mechanism.

For more information, circle number 853 on the Reader Service Card.

■ ■ ■

Can and bottle crusher

A hydraulic can and bottle disposal unit is being introduced by Herlex Sales Co.

The machine, quiet and compact for use adjacent to serving and work areas, crushes cans flat and pulverizes bottles. It is mobile, requires no installation cost and is designed for heavy-duty use.

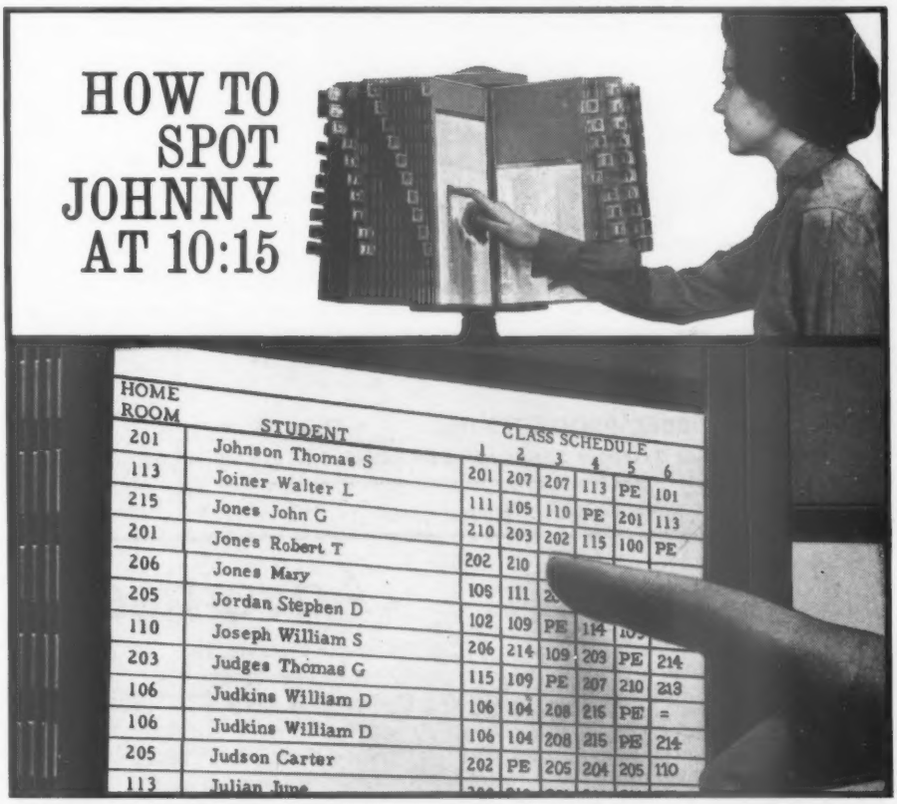
For more information, circle number 862 on the Reader Service Card.

■ ■ ■

Office paper cutters

Two paper cutters being offered by Michael Lith Sales Corp. feature all-metal construction. Each size, 14-inch and 18-inch, will cut more than a ream. Side guides and back gauges are attached. Metal stands are optional.

For more information, circle number 880 on the Reader Service Card.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HOME ROOM
STUDENT
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113 Joiner Walter L 111 105 110 PE 201 113
215 Jones John G 210 203 202 115 100 PE
201 Jones Robert T 202 210
206 Jones Mary 108 111
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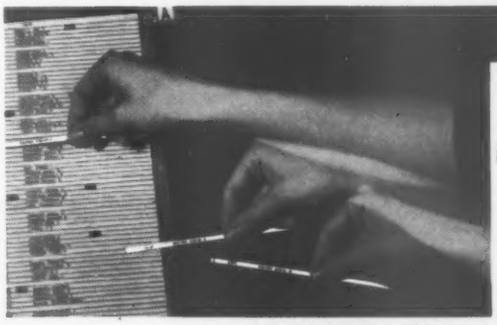

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